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ABSTRACT

This issue of Educational Research in Norway is the third in a series of biannual surveys and covers 135 projects conducted in 1975-76. Reflecting official Norwegian policy for educational research, development and innovation, most projects described are development-oriented. Projects are grouped and cross-referenced according to the facits and subfacits of the EUDISED Thesaurus. Serial numbers are followed by project titles which, if not originally in English or French, are translated into one of these languages. EUDISED descriptors are given in both English and French. The abstract describing the project indicates in particular the aims, methods and, in the case of a completed project, the results. Abstracts are in English. Finally, publications which resulted from the project are listed. An index of names and a subject index giving in English and French the titles and serial numbers of projects, conclude the survey. (Author/RH)

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SURVEY OF
EDUCATIONAL RESEARCH
IN NORWAY 1975 - 76

EDITED BY ROLF KRISTIANSEN

THE ROYAL MINISTRY OF CHURCH AND EDUCATION
THE DEPARTMENT OF RESEARCH AND PLANNING

OSLO 1978

PS011464

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INTRODUCTION

The present issue of Educational Research in Norway is the third in a serial of biannual surveys. From 45 projects described in the 1971-72 issue and 82 in 1973-74, this issue covers 135 projects.

This growth in project volume is a function of at least two separate trends. There has been a remarkable expansion of research and development in the area of education caused by educational reforms in the last decade. At the same time the institutions dealing with educational research and development. have grown both in number and strength. Together with financing of projects through various channels, this growth also implies a spreading effect and decentralization of educational research and development in Norway.

The distribution of projects on the two areas research and development has also changed during the last years. Traditionally pure research projects have dominated, but the last years have shown a remarkable growth of development-oriented projects. This tendency must be seen in connection with on the one side a change in paradigms for educational research, and on the other side as a function of the official policy for educational research, development and innovation. During the last years the Norwegian educational system has been reorganized, and Stortinget (Parliament), together with the Ministry, have at several occasions stressed the need for more development- and implementation-oriented projects where the official policy has been tested in local settings.

As a co-production with the Council of Europe, this issue of the research survey appears with a new lay-out similar to the EUDISED R & D Bulletin. The development of EUDISED is described in the Bulletin in this way:

> Following the expansion of computer-based information systems in science and technology, the

> first modern educational information system, ERIC, appeared in the USA in the 1960s. During this same period member States of the Council of Europe began to experiment with the application of computer techniques to processing and disseminating educational information. This was the origin of the EUDISED project (European Documentation and Information System for Education). It aims at the creation of a computer-based network of national agencies dealing with the main fields of educational information. This would make possible a cost-saving division of work, as each national agency would assume responsibility only for national material or for a specific field and receive the data concerning other nations or fields from its partners in the network. At the same time this network would permit at any of its nodes access to a common pool of educational ideas and experience which, if they have stood their test in one country, may be usefully applied to similar problems in other countries.
>
> Work on the EUDISED project started in 1968, and since 1975 the system has been tested in three fields. The results were published in experimental bulletins: for educational research and development in the EUDISED R & D Bulletin, for audiovisual teaching aids in the EUDISED AV Bulletin and for educational periodicals in the EUDISED EP Bulletin.

Of the 135 projects covered in this issue, 64 have been reported in the EUDISED R & D Bulletins 1-3/76. The remaining 71 have been processed by INSPEC/PPL as separate national input to the system and merged with the data-base before producing the film pages for printing the survey.

This rather complicated production has reduced the possibilities to detect and correct errors caused by differences in language. The names of researchers and institutions have somewhere been changed a little, but serious problems should not arise from such diversities in spelling and data processing. Pupils in a training workshop at an institution for mentally retarded have printed and bound the survey and they have made a good job of it.

The projects are grouped and cross-referenced according to the facets and subfacets of the EUDISED Thesaurus. The serial number is followed by the title of the project which, if it is not in English or French, is translated into one of these languages.

In the next line the country is indicated by means of the ISO code (eg NO for Norway); O stands for on-going and C for completed research, and the years given refer to the beginning and completion of the project.

In the following line the name(s) of the researcher(s) are given. Sup. indicates the person(s) supervising the research. Inst. stands for the institute/organisation where the research is/was carried out. Fin. indicates the source of finance if provided by a body other than the institution/organisation.

The subsequent lines contain EUDISED descriptors first in English and then in French. The description of the project follows. The abstract indicates in particular the aims, the methods and, in the case of a completed project, the results. Abstracts are in English. Finally, publications which resulted from the project are listed.

An index of names and a subject index giving first in English and then in French the titles and serial numbers of projects, conclude the survey.

Further copies of Educational Research in Norway 1975-76 can be ordered from

Avdeling for planlegging og utredning
Kirke- og undervisningsdepartementet
Boks 8119, OSLO DEP

N-OSLO 1

Those who are interested in particular projects are kindly requested to write the project leader at the address indicated.

Comments on the survey as a whole, the selection of projects, presentation, serious errors and ommitments should be addressed to the editor

Educational Research in Norway
Rolf Kristiansen
P.A.Holms vei 21B

N-OSLO 11

Oslo, 10 February 1978

EDUCATIONAL RESEARCH IN NORWAY
1975–76

10000 PUPIL. STUDENT. RESEARCHER – ELEVE. ETUDIANT. CHERCHEUR – SCHUELER. STUDENT. FORSCHER

10200 STUDENT – ETUDIANT – STUDENT

Røyking blant norske skoleelever. (Smoking habits of Norwegian school children (aged 12-16).) ....see no. 105

10300 GIFTED. HANDICAPPED – DOUE. HANDICAPE – BEGABTER. BEHINDERTER

1 Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplaering av funksjonshemmede. (A survey of organisational, educational and social problems connected with secondary schooling for the handicapped.)
NO O 1976-1978
Skogen, Kjell.
Inst: Statens Speciallaererskole (The Norwegian Postgraduate Teacher Training Centre for Special Education) Granåsen 4, N-1347 Hosle.
Fin: Ministry of Church and Education.
secondary school; handicapped; deprived; equal opportunity; educational opportunity; reform of education; administration of education; integration; follow-up study; survey
école secondaire; handicapé; défavorisé; égalité de chances; chances d'éducation; réforme de l'enseignement; administration de l'enseignement; intégration; étude longitudinal; enquête

Norway is at present introducing a reform along comprehensive lines in upper secondary education (age 16-19). The purpose of the reform is: to give students a variety of curriculum choices covering both academic and vocational courses; to establish a greater degree of equality of opportunities (geographic, social, economic); to improve educational opportunities for the whole population, including physically and mentally disadvantaged.

Aims: To get relevant information to develop (a) educational options for the disadvantaged and (b) a more appropriate special-teacher training programme for teachers in upper secondary schools.

Sample: Approximately 200 pupils who in 1976 left compulsory schooling (9 years) in 'Møre og Romsdal' county (west coast of Norway) and who have been identified as in need of special education.

Methods: This sample will be followed during a three-year period (e.g. student records; interviews with school staff, pupils and parents).

2 Opplaeringsbehov for barn og ungdom med laerevansker. (Educational needs of students with learning difficulties.)
NO O 1975-1977
Hove, Asbjørn.
Inst: Skolepsykologisk Kontor, (Centre for School Psychology in Stavanger) Møllegt. 39 N-4000 Stavanger, Norway.
Fin: Ministry of Church and Education.
Educational need; special education; handicapped; attitude; curriculum; teaching programme; child; youth
Besoin d'éducation; enseignement spécial; handicapé; attitude; programme d'études; programme d'enseignement; enfant; jeunesse

The aims of the project are: to analyze the life situation of special class pupils some years after they have finished school in order to try to find out what kinds of special difficulty they have to face; to try to analyze their attitudes towards and opinions about the school organization and programme; to draw attention to possible implications for future planning in respect of special education.

Methods adopted comprise interviews with 80-100 former pupils of special classes in the secondary stage of the elementary school. Survey data are linked with other relevant information.

3 Pedagogisk-psykologisk tjeneste ved Midt-Finnmark PPD-Kontor. En beskrivelse av tiltak etablert i lokalsamfunnet med sikte på å muliggjøre integrering av funksjonshemmede. (Educational and psychological services at the Midt-Finnmark PPD-Centre. Integration of handicapped pupils in ordinary schools.)
NO C 1974-1975
Sjøvoll, Jarle.
Inst: Pedagogisk-psykologisk distriktskontor for Midt-Finnmark (Centre for Educational and Psychological Services in Midt-Finnmark (PPD-centre)), Box 159, N-9700 Lakselv.
Fin: Ministry of Church and Education.
handicapped; deprived; equal opportunity; educational opportunity; reform of education; local community; administration of education; social service; parent participation; parents' association; integration; action research
handicapé; défavorisé; égalité de chances; chances d'éducation; réforme de l'enseignement; collectivité locale; administration de l'enseignement; service social; participation des parents; association de parents; intégration; recherche action

Aims: (1) Identification and registration of the need for special education among children, youths and adults. (2) Direct participation in the development of educational services for handicapped persons in the local community. (3) Description and evaluation of the planning and putting into effect of (1) and (2).

Design: Development of the educational services by a reallocation of the accessible resources in the local community. Most of the services will be of organizational character.

Traditional educational and psychological methods were used.

Results: The following "services" were organized: associations for parents with handicapped children; co-operative committees for the handicapped; day-nurseries for different groups of handicapped children; play-centre for the four co-operating municipalities.

Publ: Sjøvoll, Jarle. *Pedagogisk-psykologisk tjeneste ved Midt-Finnmark PPD-Kontor*. Bodø, 1975. 51p.

Integrering av funksjonshemmede. En teoretisk tilnaerming og en kasuistisk studie og analyse av tiltak i grunnskolen. (Integration of handicapped children. A Theoretical Approach and a Casuistic Study and Analysis of Different Organizational and Social Arrangement in primary School.) ....see no. 110

Kartlegging av barnekultur og barnekulturelle fenomener. (Research on the culture of children and phenomenas connected with it.) ....see no. 124

10400 FOREIGNER. MIGRANT – ETRANGER. MIGRANT – AUSLAENDER. MIGRANT

4 En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.)
NO O 1976-1979
Opsand, Ole-Petter.
Inst: Institutt for Samfunnsforskning (Institute for Social Research) Munthesgt. 31 N-Oslo 2.

Fin: Ministry of Church and Education.
immigrant; child; social policy; social system; social structure; social inequality; educational opportunity; equal opportunity; sociology of education; survey; interview; observation
immigrant; enfant; politique sociale; système social; structure sociale; inégalité sociale; chances d'éducation; égalité de chances; sociologie de l'éducation; enquête; entretien; observation

Aims: (1) To get a broad view of the social and educational situation of the different groups of immigrant children in Norway. (2) To get the opinion of persons and institutions involved, their definition of the situation, and to discuss the problems considered most crucial, and alternative problem-solving strategies. (3) To develop and pretest adequate methodological approaches and models necessary for applied research in this field.

Sample and methods: Interviews of immigrant and Norwegian children, teachers and administrators. Observation, projective tests, compositions and time budget surveys supported by and linked with precollected data, statistics, etc.

5 Produksjon og systematisk utprøving av forsøksøvinger innenfor norsk grammatikk og idiomatikk med henblikk på norskundervisning for innvandrere. (Production and testing of exercises in Norwegian grammar and idiom for the teaching of Norwegian language to immigrants.)
NO O 1976
Hvenekilde, Anne; Arnestad, Inger Helene.
Inst: Norskundervisningen for utenlandske studenter, (Norwegian for foreign students) Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Ministry of Church and Education.
Foreign worker; migrant worker; immigrant; teaching method; teaching aids; grammar; directed exercises; language teaching; Norwegian
Travailleur étranger; travailleur migrant; immigrant; méthode pédagogique; moyens d'enseignement; grammaire; travaux dirigés; enseignement des langues; norvégien

The aim is to construct a large number of different exercises (oral and written) in Norwegian grammar and idiom, and through systematic testing to find out which types of exercise will be most efficient in helping immigrants, who already have a command of the most widely used grammatical patterns, to achieve full competence in Norwegian.

The exercises will be tested in Norwegian classes for immigrant workers at Studentersamfundets Friundervisning in Oslo, and in classes for young foreigners (15-18 year-olds) in the Oslo municipal school system.

11000 EDUCATIONAL INSTITUTION – ETABLISSEMENT D'ENSEIGNEMENT – BILDUNGSEINRICHTUNG

11100 SYSTEM OF EDUCATION – SYSTEME D'ENSEIGNEMENT – BILDUNGSWESEN

Jenters utdanningsplaner og yrkesønsker sett i forhold til strukturelle betingelser. (Girls' educational plans and occupational aspirations related to structural conditions.) .... see no. 123

11200 PRE-SCHOOL EDUCATION. NURSERY SCHOOL – EDUCATION PRE-SCOLAIRE. ECOLE MATERNELLE – VORSCHULERZIEHUNG. KINDERGARTEN

6 'Prosjekt ambulerende barnehagevirksomhet'. (Project: "Mobile pre-school".)
NO O 1976-1978
Samuelsen, Arne; Bjertnæs, Elin.
Inst: Førskoleavdelingen ved Notodden Lærerskole, Pre-school section, Notodden Teachers College N-3670 Notodden.
Fin: Ministry of Consumer Affairs and Government Administration, Municipality of Notodden.
pre-school education; nursery school; rural area; local community; decentralization; transport; parental attitude
éducation pre-scolaire; école maternelle; zone rurale; collectivité locale; décentralisation; transport; attitude des parents

Aims: To see the effects of decentralized pre-schooling for 6 hours a week on children from peripheral, rural parts of the municipality of Notodden. To stimulate the further growth of pre-school activities in Notodden.

Activity programmes are adapted for these children on three week-days. The activities are conducted in simply equipped rooms in peripheral areas of the municipality.

Pilot studies are carried out on parental attitudes towards pre-school activities and on short pre-school programmes. The necessary equipment and material are transported by bus.

7 Barnehag i grisgrendte strøk. (Nursery school in sparsely populated areas.)
NO O 1976-1978
Langset, Olga; Gjøsund, Per Eirik; Birkeland, Louise; Høiberg, Anne Lise.
Inst: Førskolelaereravdelingen, Department of pre-school education Nesna laererskole, N-8700 Nesna.
Nesna Teachers College, N-8700 Nesna.
Fin: Ministry of Consumer Affairs and Government Administration.
pre-school education; nursery school; rural area; local community; decentralization; transport
éducation pré-scolaire; ecole maternelle; zone rurale; collectivité locale; décentralisation; transport

The aim of the project is to develop and evaluate pre-school services adapted to the specific conditions in sparsely populated areas, and to the needs of the child and its family.

A pre-school teacher visits four small pre-school groups in a sparsely populated coastal area once or twice a week. A mini-bus is used for transporting children and play (teaching) material. The effect of this activity is recorded by the teacher and the parents, who keep close and frequent informal contact.

8 Barnehageprogram for kommunene. (Kindergarten planning in municipalities.)
NO C 1974-1976
Hongroe, Knut.
Inst: Forbruker- og administrasjonsdepartementet, (Ministry of Consumer Affairs and Government Administration) Box 8004, Dep. N-Oslo 1, Norway.
Fin: Ministry of Consumer Affairs and Government Administration.
pre-school education; day-nursery; nursery school; planning of education; educational need
éducation pré-scolaire; crèche; école maternelle; planification de l'éducation; besoin d'éducation

The new Norwegian Law on kindergartens requires the municipal authorities to make plans for the future establishment of kindergarten services (i.e. day-care and pre-school education). The aim of the project was to develop procedures for the planning process and a simple device for the measurement of the need for kindergarten services.

Draft procedures were worked out by the project leader and tested and evaluated by 10 regional sub-project groups at kindergarten teachers colleges and regional colleges. The final version was based on the draft and the reports from the local project groups.

25 (out of 450) municipalities were selected as experimental areas. In each municipality a sample of parents was interviewed so as to determine the qualitative and quantitative need for better kindergarten services. The draft version of the material was tested in 25 Norwegian municipalities, cities, industrial towns, agricultural districts, fisherman communities, etc., composing a representative sample of the Norwegian municipalities.

The final report (a booklet of approximately 50 pages) has been distributed to all Norwegian municipalities (in February 1976). The procedures and methods developed during the project were being used by 1/3 of all Norwegian municipalities by May 1976.

Publ: *Barnehageprogram for kommunene.* Oslo: Forbruker- og administrasjonsdepartementet, 1976. (ISBN 82-00-70268-5)
Hongrø, Knut. *Statens virkemidler for å øke barnehageutbyggingen.* Oslo: Forbruker- og administrasjonsdepartementet, 1976 (mimeogr.).

9 Det norske daginstitusjonspersonalets oppfatning av daginstitusjonens funksjoner, deres arbeidssituasjon og yrkesutdanning. (The Norwegian daycare-institution-personnel views concerning the daycare-institutions differential functions, their own working situation, and types and levels of their professional education.)
NO C 1971-1976
Nafstad, Hilde Eileen.

Inst: Institutt for anvendt sosialvitenskapelig forskning (Institute of Applied Social Research), Box 1100 Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Ministry of Consumer Affairs and Government Administration.
nursery school; day-nursery; teacher education; teacher behaviour; teacher-pupil relation; working conditions; survey; questionnaire
école maternelle; crèche; formation des enseignants; comportement de l'enseignant; relation maître-élève; conditions de travail; enquête; questionnaire

The purpose of this investigation was to obtain information concerning the conditions in our daycare-institutions as experienced by the Norwegian daycare personnel.

The questionnaire given to the personnel inquired about the following questions:

1. The optimal length of stay of children in a daycare institution per day.
2. Whether the school or the dayinstitution should shoulder the responsibility for the 6-7 year olds.
3. About dayinstitution's outdoor- and indoor milieu.
4. About social milieu in the daycare institutions.
5. About children with mental and physical difficulties in daycare institutions.
6. A mapping of types and levels of education of the Norwegian daycare institution personnel.
7. How the daycare personnel evaluate different vital aspects of their working conditions.
8. The personnel's view with the respect to combining the parental role with work in daycare institution.

88.5% (367) of the Norwegian institutions took part in the investigation with one or more employees. Altogether 60% (1.438) of the personnel answered the distributed questionnaire.

In the publications listed below, results and findings concerning all the above mentioned aspects of the Norwegian daycare institutions are presented. Briefly, however, it could be mentioned that only 19.8% of the principals supposed that the school represent the best offer for the six year olds. Further, about half of the preschool teachers were dissatisfied with the daycare institutions' outdoor play environment during both summer and winter.

Publ: Nafstad, H.: Førskolelaererens syn på og vurdering av sin fag-og etterutdanning. In: *Laererutdanningsrådet (ed.): Aktuelt om førskolelaererutdanninga*. Universitetsforlaget, Oslo 1973 p.88-99. ISBN 82-00-04787-3
Nafstad, H.: *Hva slags daginstitusjon trenger barn? Rapport I fra undersøkelsen om det norske daginstitusjonspersonalets vurderinger av våre daginstitusjoner*. Oslo, 1974 105p. INAS-rapport 74:1
Nafstad, H. og Tiller, P.O.: *What kind of day-care institution do children need? Report on the personal study of the project on the Norwegian day-care institutions*. Paper presented at the XIV International O.M.E.P. Conference, Caracas, Venezuela, sept. 1974, 13p.
Nafstad, H.: Hvordan vurderer førskolelaerere sin fag- og etterutdanning. *Vår skole vol. 61, 1975, nr. 3*, p.154-158.
Nafstad, H.: *De voksne i barnehagen. Rapport II fra undersøkelsen om det norske barnehagepersonalets vurderinger av våre barnehager*. INAS, Oslo, 1975, 61p.
Nafstad, H.: *Barnehagen som oppvekstmiljø og arbeidsplass*. Tiden Norsk Forlag, Oslo, 1976, 196p.

10 Foreldrevirksomhet i barnehage. (Parent activity in nursery school.)

NO O 1975-1978
Bø, Ingerid.
Inst: Stavanger Laererskole (Stavanger Teachers College), Telegrafdirektør Heftyes vei 24, N-4001 Stavanger.
Fin: Ministry of Consumer Affairs and Government Administration.
pre-school education; nursery school; parent participation; parent-school relation; parent education
éducation pré-scolaire; école maternelle; participation des parents; relation parents-école; éducation des parents

The aspects of day-nursery and nursery school work which directly involve parents are increasingly being considered of importance. Those aspects which need strengthening include parent-staff co-operation concerning the individual child, parent involvement in the institution as a whole and the institution's contribution as an agent in parent education. The aims of the project are to investigate the needs and to further the development of the child, parent, staff, home, institution and their interrelations.

Design: The project leader in co-operation with staff and parents tries to initiate and support activity along three main lines: (1) parent participation in work with the children in the institution; (2) parents' discussion groups centred around topics concerning child development, child rearing and associated problems; (3) provision of a service whereby the parents can borrow and take home: (a) games for children and the family; (b) selected reading material for parents on topics indicated under (2).

The sample comprises two institutions, one in each of two different areas of the city of Stavanger, each having about 34 children in the age range 3-7 years and a regular staff of 6.

Methods: At the end of each year all families having children in the institutions and all staff members are contacted by means of individual interviews (as regards some points a questionnaire is used) concerning the experience of the year – value, problems/objections and thoughts about improvement.

11 Førskoleprosjektet. Førskoleklassenes pedagogiske funksjon sett i relasjon til barnas utvikling i grunnskolen. (The pre-school project. The educational function of the pre-school classes in relation to the children's development in elementary school.)

NO O 1970
Hagesaether, Gunhild.
Inst: Skolesjefen i Oslo, Avdeling for forsøks- og utviklingsarbeid, (The Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57 b, N-Oslo 6, Norway.
Fin: The Norwegian Research Council for Science and the Humanities; The School Administration of Oslo.
pre-school education; nursery school; achievement; primary school; child development; experimental research
éducation pré-scolaire; école maternelle; rendement; école primaire; développement de l'enfant; recherche expérimentale

The aim of the project is to analyze the educational function of pre-school classes in relation to the children's development during the first two years of elementary school. Both the effect of participation in a pre-school class and consequences of the fact that participation is voluntary will be studied.

The experimental part of the project involves a pre-test – post-test control group design with one of each matched pair randomly assigned to the experimental group, the other to the control group. In the ex post facto study the control group and the children for whom the parents did not apply for admission to pre-school classes are compared.

The experimental part of the project involves about 100 children from two of the school districts in Oslo, and the ex post facto study about 100 children from the same districts. Data are obtained by means of tests, rating scales, interviews and questionnaires. Analysis in respect of the experiment involves hypothesis testing and correlation methods, and in respect of the ex post facto study correlation methods.

12 Gruppesammensetning og sosial akseptering. (Group composition and social acceptance.)

NO O 1974-1979
Fløtre, Kjell-Erik.
Inst: Barnevernsakademiet i Oslo, Academy of Early Childhood Education, Prof. Dahls gate 26, N-Oslo 2.
Fin: Ministry of Consumer Affairs and Government Administration.
pre-school education; child development; pre-school age; social interaction; social adjustment; motor development; intellectual development; speech skill; sociometry; experimental research; observation
éducation pré-scolaire; développement de l'enfant; âge pré-scolaire; interaction sociale; adaptation sociale; développement moteur; développement intellectuel; facilité de parole; sociométrie; recherche expérimentale; observation

Many Norwegian day-care institutions make use of groups in which there are children of various ages (ages from 3-7). These "sibling groups" are a rather new creation and present different educational problems to the pre-school teachers. They also constitute a new social base for diverse aspects of child development. Our knowledge concerning children's development in mixed-age situations is limited. The aim of the project is to trace the impact of presence in a mixed-age group of children's social acceptance scores.

Sample: Groups of children between the ages 3 and 7.

Methods: Systematic observations (time sampling, event sampling). Sociometric interviews. Draw-a-man tests and other methods concerning motor development and speech skills. Pre-testing in 8 groups (spring 1976). Data analysis (autumn 1976).

Publ: Fløtre, Kjell-Erik. *Gruppesammensetning og sosial akseptering. Barnevernsakademiet i Oslo, 1974, 127pp*

Fløtre, Kjell-Erik, Sosial interaksjon. Konflikter blant barn i førskolegrupper. Barnevernsakademiet i Oslo, 1975, 24p.

Fløtre, Kjell-Erik. *Sociometric techniques. An adaptation to the pre-school child.* Barnevernsakademiet i Oslo. 1975, 24p.

Fløtre, Kjell-Erik. *Viten og antakelser om verdien av aldersblanding i barnegrupper.* Barnevernsakademiet i Oslo. 1975, 26p.

Fløtre, Kjell-Erik. *Dynamikk i søskengrupper.* Barnevernsakademiet i Oslo, 1976, 30p.

Fløtre, Kjell-Erik. *Sosial interaksjon og modell-laering i søsken grupper.* Barnevernsakademiet i Oslo, 1976, 30p.

Fløtre, Kjell-Erik (ed). *Små barn i gruppe.* Norsk Samband for småbarnoppfostring, 1976, Oslo.

13 Naermiljø-barnehage prosjektet. (The local environment/pre-school project.)

NO O 1975-1977

Balke, Eva; Berg, Bjørn; Fagerli, Oddvar; Sandvik, Laila Somby; Ulriksen, Ole Johan.

Inst: Hamar Laerarskole (Hamar Teachers College), N-2300 Hamar.

Fin: Ministry of Consumer Affairs and Government Administration.

prB-school education; nursery school; local community; cultural environment; family environment; value system; parent-school relation

éducation pré-scolaire; école maternelle; collectivité locale; milieu culturel; milieu familial; système de valeurs; relation parents-école

The aims of the project are to develop principles for a pre-school education which takes as its point of departure the basic experiences the child is getting in the home and the local community, and to build upon and strengthen these experiences in harmony with the aim for pre-school education.

Design: The registration of differences between the culture of the pre-school and the home and the possible influences on the child and his activities. The working out of new models for pre-schools where the cultural influences from the home and local community play a major part.

Sample: Some 120 children in about 40 different pre-schools.

Methods: Questionnaires to the pre-school teachers and assistants. Questionnaires to and interview with the parents. Observations and ratings of the children.

14 Planlegging og utvikling av tiltak for barn i Kristiansand. (Planning and development of facilities for children in Kristiansand.)

NO O 1974-1976

Solvang, Bernt Krohn.

Inst: Agder distriktshøgskole, Agder Regional College, Box 607, N-4601 KRISTIANSAND, Norway.

Fin: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; day-nursery; educational need; demand for education; planning of education; local community; community centre

éducation pré-scolaire; école maternelle; crèche; besoin d'éducation; demande d'éducation; planification de l'éducation; collectivité locale; centre communautaire

The aims were (1) to try out a model for estimating the demand for children's facilities, (2) to see to what extent the social administration in the local community was capable of taking part in the planning process for new housing areas, (3) to see which groups had participated in earlier planning processes in Kristiansand, and (4) by questionnaire estimate the size and type of demands for kindergardens.

The methods used were studies of existing documents, interviews and questionnaires.

Publ: Rinnan & Werring: *En oversikt over tilbud og en beregning av eksisterende behov og framtidige behov.* Forbruker- og administrasjonsdepartementet, Oslo, 1974.

Reoed: *En studie av planleggingen av et utbyggingsområde med hensyn til sosialetatens deltakelse og eventuelle innflytelse.* Forbrukerog administrasjons-departementet, Oslo, 1974.

Berge & Kristiansen: *En case-studie av deltakelsen i planleggingsprosessen av daginstitusjoner for barn i Kristiansand.* Agder distriktshøgskole Kristiansand 1975.

Barnehagekomiteen i Birkenes: *En plan og en behovsberegning av tiltak for barn i Birkenes.* Birkenes 1976.

15 Registrering av førskolebarns frie lek i forskjellige lekområder. (Study of pre-school children at play in various play settings.)

NO O 1976-1977

Skålvik, Astri; Sørensen, Ragna.

Inst: Stavanger laererskole (Stavanger Teachers College), Boks 2521 – Ullandhaug, N-4000 Stavanger.

Fin: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; playground; toy; play; observation

éducation pré-scolaire; école maternelle; cour d'école; jouet; jeu; observation

Aims: To identify children's preferences as regards diverse apparatus in the nursery school. Film study of children's activity with the most popular apparatus.

Methods: Recording numbers of children involved with specific pieces of apparatus at various intervals in a given period. Filming of children's activity with the most popular apparatus.

16 Voksen-barn kommunikasjon i førskolen. (Adult-child communication in pre-school.)

NO O 1975-1979

Vislie, Lise; Sønstabø, Elisabeth.

Inst: Pedagogisk forskningsinstitutt, (Institute of Educational Research) Box 1092, Blindern, N-Oslo 3, Norway.

University of Oslo, Blindern, N-Oslo 3, Norway.

Fin: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; conversation; interaction; communication; teacher-pupil relation; qualitative analysis

éducation pré-scolaire; école maternelle; conversation; interaction; communication; relation maître-élève; analyse qualitative

Pre-school education has been characterized as being 'invisible', i.e. educational goals, content, and methods have been an implicit part of the activities in the pre-schools. In an effort to make pre-school education (in Norway) more 'visible', we have taken the daily group talks that are organized by the teachers as our point of departure. By recording and analyzing what goes on during the talking process between teacher and children, we are trying to find out, for example: What is talked about? Who brings in the topic? Who generally does the talking? Do the sequences have any particular characteristics?

Sample and methods: observations, tape-recordings in 8 pre-schools in the Oslo area (day-care institutions); Flanders' interaction-analysis; analysis of sequences (question-answer); qualitative analysis.

The first part of the project (1975-76) only includes the Flanders' analysis and some preliminary analyses concerning question-answer sequences. As far as the interaction-analyses are concerned, the results indicate that the '2/3-rule' of Flanders is confirmed.

Publ: Voksen-barn kommunikasjon i førskolen. In: *Om barnehageforskning.* 1975:1, pp. 88-99. Oslo: 1975 Forbruker- og administrasjonsdepartmentet.

11300 PRIMARY EDUCATION. SECONDARY EDUCATION. HIGHER EDUCATION – ENSEIGNEMENT PRIMAIRE. ENSEIGNEMENT SECONDAIRE. ENSEIGNEMENT SUPERIEUR – PRIMARBILDUNG. SEKUNDARBILDUNG. HOCHSCHULBILDUNG

17 Alternativ opplaering – (Arbeidserfaring som del av skolens valgfagtilbud). (Alternative Education – (Work Experience as an optional "subject" for the pupils in 9th form).)

NO O 1976-1978

Fuglestad, Otto Laurits; Høien, Torleiv; Lindal, Olav.

Inst: Rogalandsforskning (Rogaland Research Council), Box 2503, Ullandhaug, N-4000, Stavanger, Norway.

Rogaland Regional College, Ullandhaug, N-4000 Stavanger, Norway; Stavanger Teacher College, Telegrafdir. Heftyesgt. 24, N-4000 Stavanger, Norway.

Fin: Ministry of Church and Education.

lower secondary; transition from school to work; option; part-time work; local community; school environment;

adjustment; social adjustment; questionnaire; interview; field research

secondaire premier cycle; passage à la vie active; matière à option; travail à temps partiel; collectivité locale; milieu scolaire; adaptation; adaptation sociale; questionnaire; entretien; recherche sur le terrain

Background: 1. Isolation between school and society

2. A relatively low sense of well-being among some of the pupils.

Aims: 1. Describe conditions for alternative education in the local communities.

2. Evaluate the experiences

3.Analyse the consequences

Sample, methods:

1. Questionnaires and personal interviews with a sample of pupils and representatives from schools, school-administration and employers.

2. Field-observations of the pupils in the work-situation.

3. Literature studies

Preliminary results:

Reactions from the various participants seem to be positive.

Publ: Fuglestad, Otto Laurits (1976): *Reaksjoner i arbeidslivet på alternativ opplaering. Resultater fra en intervjuundersøkelse i Sandnes.* Rogalandsforskning, Stavanger, 46 p. ISBN 82-7220-002-3.

18 An analysis of the study of social education at the University of Oslo.

NO O 1976-1977

Brock-Utne, Birgit.

Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research, The University of Oslo), Box 1092, Blindern, N-Oslo 3, Norway.

University of Oslo, Blindern, N-Oslo 3, Norway.

Fin: UNESCO.

university studies; reform of education; autonomy; social education; aims of education; administrative structure; case study

études universitaires; réform de l'enseignement: autonomie; éducation sociale; finalité de l'éducation; structure administrative; étude de cas

Background and aims: The project deals with self-management in higher education. It gives an analysis of the study of social education at the University of Oslo. It analyses the aims of the study, the way it is organized, the growth of the study and the obstacles it meets.

19 ELEVENES OPPLEVELSE AV INNHOLDET I BEGREPENE TRIVSEL OG MISTRIVSEL En "critical incident"-undersøkelse ved tre nye videregående skoler. (PUPILS' EXPERIENCE OF THE CONTENT OF THE TERMS WELL-BEING AND NON-WELL-BEING A "critical incident"-researchproject in three new upper secondary schools.)

NO O 1975-1977

Reisel, Micha.

Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensønsvei 38, Postboks 38 Linderud, N-Oslo 5, Norway.

Fin: The National Council for Innovation in Education.

upper secondary; reform of education; adjustment; emotional adjustment; social adjustment; school environment; teacher-pupil relation; qualitative analysis; content analysis

secondaire deuxieme cycle; réforme de l'enseignement; adaptation; adaptation affective; adaptation sociale; milieu scolaire; relation maître-élève; analyse qualitative; analyse de contenu

Background and aims: The terms well-being (trivsel) and non-well-being (mistrivsel) have been central in the ongoing debate on school-reforms in Norway. Most of the previous research centered on the youthschool (7-15 years of age). The upper secondary school (16-19 years of age) has been undergoing reforms which, in part, are motivated by the desire to increase the feeling of well-being and to decrease the feeling of non-well-being. The aim of the study is to find out what pupils's experience of the content of these two terms is, to be able to use the results in the ongoing secondary school-reform.

Design: The study is designed as a form of Flanagan's "Critical incident Technique" in which the pupils report a positive and a negative experience related to the two terms.

(The stimulus questions were formulated in accordance with synonyms used by pupils in a pilot-project interview).

Sample, methods: The sample consists of 964 pupils at three new (comprehensive) upper secondary schools (with general, combined and vocational studycourses). The forms were anonymous with only studycourse, sex and age as background variables. A content analysis of the answers was made in which the material was categorized according to longrange-shortrange sequences (Herzberg), the central value, whether the experience took place inside or outside of the educational situation and whether it was a person or a systemrelated situation.

Results: As to well-being: 77% of the incidents took place outside of the educational situation, 47% reported "contact" (both pupil-pupil and pupil-teacher contact) and 35% reported "change in routine".

As to non-well-being: 34% reported "nonsolidarity between pupils", 32% "unfair treatment by teacher" and 25% "unsatisfactory organization". 54% of the negative incidents took place inside the educational situation. Longrange/shortrange sequence divided 15%/85% on both terms.

20 Frafallsundersøkelse i de videregående skoler i Oslo kommune. (Statistical survey of drop-outs from secondary schools in the Oslo area.)

NO O 1974-1977

Rødland, Olav Lonefjeld.

Inst: Skolesjefen i Oslo, Avdeling for forsøks- og utviklingsarbeid, (Superintendent of Schools in Oslo, Department of Educational Research and Innovation) Normannsgt. 57b, N-Oslo 6, Norway.

Fin: Municipality of Oslo.

secondary school; dropout; leaving school; occupational choice; occupational mobility

école secondaire; abandon d'études; fin de scolarité; choix d'une profession; mobilité professionnelle

The aims of the project are: (a) to give statistical information on the frequency with which pupils change the type of school they attend; (b) to analyze the reasons why they did not continue their formal education as planned; (c) to give statistical information on their work and/or school situation after changing plans.

Data for (a) and (c) are obtained by means of surveys, and for (b) by means of interviews (sample of 200 cases picked out on the basis of certain criteria according to a questionnaire).

21 Gjennomføring av mønsterplanen. Laererens vurderinger og holdninger. (Implementation of the model curriculum: teachers' opinions and attitudes.)

NO O 1975-1976

Tveiten, Toralf.

Inst: Skoledirektøren i Vest-Agder, (The school manager in the county of Vest-Agder) Østre Strandgt. 31, N-4600 Kristiansand S., Norway.

Fin: Ministry of Church and Education.

Primary school; curriculum; reform of education; teacher behaviour; attitude; individual characteristics; building; teaching aids

école primaire; programme d'études; réforme de l'enseignement; comportement de l'enseignant; attitude; caractéristique individuelle; bâtiment; moyens d'enseignement

The aims of the project are: to analyze the opinions and attitudes of the teachers towards some of the general principles of education and instructions proposed in the model curriculum for primary and lower secondary schools; to investigate to what extent the curriculum has been implemented by the teachers; to relate opinions, attitudes and degree of implementation to personal characteristics of the teachers and to some characteristics of school buildings, instructional material, etc.

The sample comprised 458 full-time teachers from primary schools and lower secondary schools in the fifteen municipalities in Vest-Agder county, of which 323 returned completed questionnaires. There were interviews with 27 principals and 50 teachers.

The principles proposed in the model curriculum are supported by a majority of the teachers. The opinions and attitudes of the teachers towards the model plan appear to be influenced both by personal characteristics and by characteristics of school buildings, supply of instructional material, etc.

22 Kartlegging av forskningsbehov i grunnskolen i Hedmark. (Survey of research needs in the primary schools in the county of Hedmark.)

NO O 1975-1976

Engen, Thor Ola.

Inst: Hamar Laererskole, (Hamar Teachers College) N-2300 Hamar, Norway.

Fin: Ministry of Church and Education.

primary school; research programme; information need; organization of research; scientific personnel

école primaire; programme de recherche; besoin d'information; organisation de la recherche; personnel scientifique

The aims of the project are: to analyze the needs for research in the primary schools in Hedmark county; to try out ways of involving students in research projects; to establish a network of contacts for further research in the primary schools in Hedmark county.

The sample comprises four primary schools in Hedmark, selected on the basis of three criteria: school size, community size and type, and geographical situation. A structured interview with primary school teachers is carried out by student groups during visits to the schools.

23 Kombinert grunnkurs. (Integrated vocational and general education in upper secondary schools.)

NO O 1976-1977

Masst, Anne-Mari.

Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensøns vei 38, Boks 38, Linderud, N-Oslo 5, Norway.

Fin: The National Council for Innovation in Education.

secondary education; upper secondary; reform of education; experimental class; vocational education; pre-vocational education; general education; aesthetics; survey; interview; follow-up study; statistical data

enseignement secondaire; secondaire deuxieme cycle; réforme de l'enseignement; classe expérimentale; enseignement professionnel; enseignement pré-professionnel; enseignement générale; esthétique; enquête; entretien; étude longitudinale; données statistiques

Background and aims: A study of the studentgroups which take the two year basic course in upper secondary education.

The course is an innovation in the schoolsystem. It consists of a common core of general subjects and different vocational (or aesthetic) subjects which over a period of two years give the same competence as the vocational training in the oneyear basic course.

Sample, methods: The sample consists of all students who started in the two year course in 1973, approx. 1200.

Statistical data on marks from primary school, drop-outs in the two year course and on further education will be utilized.

In addition teachers (and possibly students) will be interviewed on special items.

24 NTH-prosjektet. Undersøkelser over ingeniørutdannelsen. (The NTH-project: A study of the Civil Engineering Education at The Technical University of Norway.)

NO O 1971-1977

Paasche, Thor; Halgunset, Joralf.

Inst: Institutt for industriell miljøforskninf (Institute of Industrial Social Research), N-7034 Trondheim, Norway.

The University of Trondheim, the Norwegian Institute of Technology, N-7034 Trondheim, Norway.

Fin: The Royal Norwegian Council for Scientific and Industrial Research.

university studies; engineering; technical education; aims of education; role expectation; role perception; value system; occupational choice; questionnaire; interview; follow-up study

étude universitaires; ingénierie; enseignement technique; finalité de l'éducation; attente de role; perception de role; système de valeurs; choix d'une profession; questionnaire; entretien; étude longitudinale

Background and aims: Study the teaching – learning situation of students, especially with regard to values, roles and perception of aims of education. Study the influence of schedules, subject content and presentation of the own study behaviour.

Design, hypothesis: A development study of norms, values and occupational choice. Test the influence of values and background (i.e. structural) factors on choice of education and occupation.

Sample, methods: Questionnaires and interviews. The sample consists of four departments at the Institute of Technology. A follow-up study is being based on students at the departments of Electrical Engineering and Chemistry.

The project has shown how educational choice is related to personality factors, abilities and interests, but, also that social background factors are closely related to the choice. There are rather pronounced differences between the students objectives for their study and their perception of the school's objectives. The students stress the importance of gaining insight into and understanding of their social responsibility in the application of technological knowledge and skill, and wish, among others, an introduction into problems of labour relations, personnel administration and organization. The students held different perceptions of engineers and architects, and these perceptions are different from what the students think ought to characterize these two groups. They also wish these groups to be more similar to each other than they are perceived to be. A more detailed study has been made of the influence of the study situation on the behaviour of the students.

Publ: Paasche, T.: *Studieatferd i lys av norm- og verdisystem. Delrapport 2,* IFIM, Trondheim 1973, 88 p. + app.

Halgunset, J.: *Studenters oppfatning av sivilingeniører og arkitekter.* Delrapport 3, IFIM, Trondheim, 1973, 39 p. + app.

Halgunset, J.: *Valg av NTH-studium og framtidig yrke.* Delrapport 4, IFIM, Trondheim, 1973, 34 p. + app.

Halgunset, J.: Oppfatning av ingeniører blant elever ved en teknisk skole. Delrapport 7, IFIM, 1974, 38 p. + app.

Halgunset, J.: Valg av utdanning ved en teknisk skole og framtidig yrke. Delrapport 5, IFIM, Trondheim, 1974, 55 p. + app.

Paasche, T.: *Studie-og yrkesverdier.* Delrapport 6, IFIM, Trondheim 1974, 86 p. + app.

Halgunset, J.: Bakgrunn for valg av teknisk utdanning. *Teknisk Ukeblad,* 1974, nr. 17, p. 32-37

Paasche, T.: Studentenes studieverdier og deres vurdering av NTH's målsetting. *Teknisk Ukeblad,* 1974, nr. 17, p. 22-28.

25 Reorganisering av en skolestruktur. Virkninger og perspektiv. (Reorganization of a school's structure: effects and implications.)

NO O 1973-1976

Gauslaa, Anders; Moltumyr, Asle.

Inst: Statens senter for barne- og ungdomspsykiatri, (The State Hospital for Child and Adolescent Psychiatry) Sognsvannsvn. 53/65, N-Oslo 8, Norway.

Fin: Ministry of Church and Education.

Special education; child psychiatry; psychiatric service; team teaching; attitude; adjustment

Enseignement spécial; psychiatrie infantile; service psychiatrique; enseignement en équipe; attitude; adaptation

The motivation for carrying out the structure experiment was to make a special education school able to meet and handle the instructional and therapeutic tasks in more flexible and adequate ways than the former traditional school structure permitted.

The experimental structure was designed according to a team model, presupposing extensive egalitarian teacher co-operation and an extended shared teacher responsibility. This team structure experiment covered three school years. The school can take 60-70 pupils in all, in the age range 12-18 years. They are patients at the hospital, suffering from different kinds of mental disorder.

The methods comprise: a descriptive presentation of the experimental structure and the teachers' individual evaluation of the structure in function; general measures of the pupils' well-being and adjustment and their attitudes towards the teachers (by means of scales used in earlier investigations); the pupils' feelings in respect of some distinct structural conditions (by means of lists of items related to those conditions); the teachers' evaluation of the pupils' well-being and adjustment within the experimental setting; background data from the pupils' local schools and from their case records.

Data from the first part of the project show that the aims and intentions of the experiment were satisfactorily realized, and that the teachers had a highly positive experience of the team structure in function.

26 Skoleklinikk: Forsøk i Oslo 1968-73 med alternativt opplegg for støtteundervisninga for 1-3 klasse. (School clinics: Research in Oslo 1968-73 on alternative forms of remedial education.)

NO C 1968-1975
Arnestad, Aashild Bjerke.
Sup: Hagesaether, Gunhild; Bø, Ola.
Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo Department of Educational Research and innovation) Normannsgt. 57 B, N-Oslo 6.
Fin: Municipality of Oslo.
special education; remedial teaching; backward child; slow learner; individualized teaching; sex difference; transitional class; primary school
enseignement spécial; enseignement de rattrapage; enfant retardé; esprit lent; enseignement individualisé; différence de sexe; classe de transition; école primaire

Aims: To find varied and flexible ways to arrange the remedial education in normal classes, and to introduce working and co-working patterns in school to assure all pupils a more differentiated and better offer of education. The project deals in particular with the following questions: (1) What level and qualities of knowledge and maturation characterized pupils in Oslo 1968-70 when they entered school? (2) What kind of remedial education did those pupils need? (3) How did the pupils progress, taking into consideration their level of knowledge and maturation on entry and the education they received.

The school clinic, and especially the co-working pattern which was instituted, proved to be successful and has been adopted in a later re-organization of remedial education in Oslo. It seems that the education in the school clinics provided effective help and support to the pupils taken care of. However, the data did not allow complete certainty as to the conclusion, since it was difficult to separate the effects. Boys were judged to be more in need of individual instruction in school clinics than girls.

Publ: *Forsøk med skoleklinikker*. Skoleinspektøren i Oslo. Avdeling for forsøk og forskning. Foreløpig rapport (6), 1970, 25 p.

Skoleklinikker. Forsøk med delvis integrering av støtteundervisning. Skolesjefen i Oslo, avdeling for forsøk og forskning. Foreløpig rapport. (9), 1971, 42p.

Arnestad, Aashild Bjerke. *Skoleklinikk. Forsøk is Oslo 1968-73 med alternativt opplegg for støtteundervisninga for 1-3 klasse.* Universitetet i Oslo, 1975. 167 p.

27 Studiemål og studiegang. (Study aims and study progress.)

NO O 1975-1978
Lauvås, Per; Løkenhagen, Ølivind; Christophersen, Knut.
Inst: Pedagogisk forskningsinstitutt, (Institute of Educational Research) Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities.
post-secondary education; interuniversity cooperation; student; work attitude; occupational choice; occupational aspiration
enseignement post-secondaire; coopération interuniversités; étudiant; attitude envers le travail; choix d'une profession; aspirations professionnelles

The aims of the project are to study the integration of the university and other tertiary education institutions and to study the relations between study goals, study situation, attitudes towards the university and the studies, and study progress of various student groups.

The project design involves an extensive survey combined with background information.

The sample comprises various groups which started their studies in one of the years 1960, 1965, 1970 and 1976. At the time of data collection some students had terminated their university studies. Some were still studying, and others had just started their studies.

28 Undervisning i fengsel. (Education in prison.)

NO O 1975-1978
Skaalvik, Einar M.
Inst: Pedagogisk institutt, (The Institute of Education) N-7000 Trondheim, Norway.
University of Trondheim, N-7000 Trondheim, Norway.
Fin: Ministry of Church and Education, Ministry of Legal Affairs.
Special education; correctional education; prison; prisoner; youth; delinquent; attitude; socialization; rehabilitation
Enseignement spécial; éducation surveillée; prison; prisonnier; jeunesse; délinquent; attitude; socialisation; réadaptation

The aims of the project are: to investigate inmates' motivation and attitudes towards education in prison; to investigate effects of school in prison on attitudes, on learning subjects, on rehabilitation, on the environment, on the staff's roles and functions; to investigate principal difficulties in teaching in prison; to try out new practical training courses.

The sample comprises all the inmates in Trondheim Kretsfengsel (prison school) in the autumn of 1976 and in 1977. The methods are of various types: interview, questionnaire, observation, tests. There will be some action research.

29 Utvikling og kontroll i universitetsstudier. En sammenlignende analyse av to organisasjonsmodeller. (Development and control in university studies: a comparative analysis of two organizational models.)

NO C 1975-1976
Thagaard, Tove.
Inst: Sosiologisk institutt, (Institute of Sociology) Box 1096, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities; The University of Oslo.
higher education; university studies; aims of education; organization
enseignement supérieur; études universitaires; finalité de l'éducation; organisation

The aim of the project is to analyze the relationship between organizational structure and goal attainment in academic studies. The empirical investigation describes various educational goals and their relative attainment.

Two organizational models, based on the theory of organizations, are compared.

The empirical investigation for this project is based on a questionnaire mailed to students at the University of Oslo.

An organizational structure based on the principle of socialization is associated with developmental goals. An organizational structure based on the principle of discipline is associated with control goals. It is, however, important to question whether it is possible to separate these two academic goals, and thus the organizational structures as well. Reality often means working within a complex educational setting where processes concerning development and control are in conflict with each other. Strategies for dealing with this situation are suggested.

Publ: Thagaard, Tove. *Utvikling og kontroll i universitetsstudier. En sammenlignende analyse av to organisasjonsmodeller*. Oslo: Institutt for sosiologi, 1976.

30 Yrkesopplæring i Norge i lys av reformer i den videregående skole. (Vocational training in Norway in the light of educational reforms in secondary schools.)

NO O 1974-1976
Berge, Åse; Storhaug, Marit.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research Box 1092, Blindern N-Oslo 3, Norway Sosiologisk institutt Institute of Sociology Box 1096, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Ministry of Church and Education.
reform of education; secondary education; vocational education; secondary school; access to education; educational opportunity; socio-economic status
réforme de l'enseignement; enseignement secondaire; enseignement professionnel; école secondaire; accès à l'éducation; chances d'éducation; statut socio-économique

On the basis of a proposal from a state appointed committee, new curricula and organizational patterns were introduced on an experimental basis in different forms of secondary schools. The aim of the project is to evaluate some aspects of the reform situation in secondary schools which combined vocational education with general education.

108 pupils in three different vocational courses in schools where the reform had been implemented were interviewed by means of questionnaires and compared with a sample of 107 pupils in traditional one-year vocational schools. Teachers in the former schools together with teachers in vocational schools were interviewed in unstructured interviews and talks.

This educational reform, which combines vocational education with general education, does not seem to promote greater educational mobility and aspirations among the working-class young people who constitute the majority of pupils in these schools. The vocational context is the most important learning and motivational basis for such pupils.

Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplaering av funksjonshemmede. (A survey of organisational, educational and social problems connected with secondary schooling for the handicapped.) .... see no. 1

Opplaeringsbehov for barn og ungdom med laerevansker. (Educational needs of students with learning difficulties.) .... see no. 2

Beskrivelse og vurdering av et forsøk med studieplassundervisning i bilfagopplaeringen. (A description and evaluation of an experiment with "the learning place system" in the motor vehicle sectors.) .... see no. 32

Lofotprosjektet. (The Lofoten Project.) .... see no. 42

Lokalsamfunnet i skolen. (The local community in school.) .... see no. 43

Rødøyprosjektet. (The Rødøy Project.) .... see no. 44

Forskningsmessig oppfølging av fagplanarbeid i den videregående skolen. (Follow-up research of curriculum development in the new upper secondary school.) .... see no. 45

Utvikle tverrfaglig praktisk-etisk teamarbeid i laererutdanningen. (To develop integrated practical-aesthetical teamwork in teacher training programmes.) .... see no. 46

Elaboration of new texts/dialogues to accompany a series of films (cartoons) for use in the teaching of French at University level. .... see no. 47

Fransk, spansk, russisk og andre språkfag – ei undersøking i grunnskulen og studieretning for allmenne fag. (French, Spanish, Russian and other languages at the lower secondary stage and in the gymnasium.) .... see no. 49

Utvikle et undervisningsopplegg i engelsk for tredje klasse. (Development of teaching material in English for the third grade.) .... see no. 50

Miljø og naturvernundervisning i ungdomsskolen og i laererutdanning. (A survey of environmental education in the lower secondary school and in teacher training.) ..... see no. 53

Ny regning. (New mathematics.) .... see no. 55

Undervisning i matematikk. Ei observasjonsundersøking på niende klassesteg kursplan III. (Teaching mathematics. An observation in lower secondary school.) .... see no. 56

Kroppsøving i ungdomsskolen. En undersøkelse av 6 praktisk-pedagogiske problemområder. (Physical education in lower secondary school. A survey on 6 practical-pedagogical problemfields.) .... see no. 64

Trafikkopplaeringa i grunnskolen. (Road safety education in primary and lower secondary schools.) .... see no. 66

Bruk av språklaboratorium i vidaregåande skular. (The use of language laboratories in upper secondary schools.) .... see no. 70

Kjønnsmessige og sosiale forskjeller i studiegjennomføring og yrkeskarriere. (Sex differences and social differences in academic studies and professional careers.) .... see no. 73

Endringer i intellektuelle prøveprestasjoner blant 19-årige menn 1956 - 1968. (Schooling and measured abilities of 19-year-old Norwegian men 1956 - 1968.) .... see no. 86

Pedagogiske fortolkninger om Piagets teori om mental utvikling. (Pedagogical interpretations of Piaget's theory of mental development.) .... see no. 89

ERG-prosjektet (Evalueringsformer i grunnskolen). (The ERG-project (Different forms of evaluation used in language and mathematics in 6th and 7th grade).) .... see no. 92

Behovstilfredsstillelse og trivsel i skolen. (Need-gratification and sense of well-being in school.) .... see no. 94

Beslutningsprosessen i samarbeidsutvalget. (The decision process in participative committees of primary school in Norway.) .... see no. 95

De som falt av lasset. (Drop-outs from lower secondary school.) .... see no. 96

Samarbeidsutvalgenes funksjon. (Functions of the cooperation committees.) .... see no. 98

Samarbeidsforsøk ved gymnas i Oslo. (Student-teacher involvement at an upper secondary school in Oslo.) .... see no. 108

Integrering av funksjonshemmede. En teoretisk tilnaerming og en kasuistisk studie og analyse av tiltak i grunnskolen. (Integration of handicapped children. A Theoretical Approach and a Casuistic Study and Analysis of Different Organizational and Social Arrangement in primary School.) .... see no. 110

PODIN-prosjektet (Pedagogisk og organisatorisk differensiering i norsk). (The PODIN-project (Individualized teaching in Norwegian).) .... see no. 112

Endring i vurderinga på mellomtrinnet og ungdomstrinnet. (Changes in the evaluation system in primary school, grades 4-9.) .... see no. 114

Åpen skole – blinkskudd eller bomskudd? (Open school – a success or a failure?) .... see no. 115

Bibliotekservice og biblioteksundervisning i pedagogiske høyskoler i England or Norge. (Library service and library instruction in colleges of education in England and Norway.) .... see no. 116

Desentralisert skoleutbygging i Nord-Gudbrandsdal. (The development of a decentralized educational system in Northern Gudbrandsdal.) .... see no. 117

En økonomisk analyse av det kommunale skoleverket i relasjon til kommunenes økonomi. (An economical analysis of the local educational system in relation to the financial status of the municipalities.) .... see no. 118

En analyse av laereplanen for grunnskolen i Bangladesh. En vurdering av laereplanens innhold i lys av innstillingsanalyser. (An analysis of the curriculum for the primary school in Bangladesh. An evaluation of the curriculum content on the basis of attitude measurement.) .... see no. 120

Kartlegging og analyse av kostnadsstrukturen i den norske grunnskolen. (Presentation and analysis of the cost structure of Norwegian primary schools.) .... see no. 121

Gjennomstrømmingsundersøkelsen. (The "Flow through" project.) .... see no. 122

Suldalsprosjektet – Aksjonsforskning om samordna opplegg for vidaregåande opplaering, yrkesutdaning, arbeidsliv og fritids/kulturaktivitetar i bygdesamfunn i sterk vekst. ("The Suldal Project" – Research about a coordinated plan for further education, vocational training, economic life and leisure and cultural activities in a small community in rapid growth.) .... see no. 126

Demokrati og samarbeid i den videregående skole. (Democracy and cooperation in upper secondary schools.) .... see no. 127

Skoledemokratiprosjektet. (The school democracy project.) .... see no. 134

11400 ADULT EDUCATION. LIFE-LONG EDUCATION. VOCATIONAL TRAINING – EDUCATION DES ADULTES. EDUCATION PERMANENTE. FORMATION PROFESSIONELLE – ERWACHSENENBILDUNG. STAENDIGE WEITERBILDUNG. BERUFSAUSBILDUNG

31 Avbrudd og nøling blant kvinner som ønsker voksenopplaering. (Adult education: female dropouts and non-beginners.)

NO O 1975-1977
Rørslett, Maj Birgit.
Sup: Ås, Berit.
Inst: Psykolgisk Institutt (Institute of Psychology) Boks 1094, Blindern, N-Oslo 3.
University of Oslo, Blindern, N-Oslo 3.
Fin: Ministry of Church and Education.

adult education; dropout; recruitment; motivation; woman; role expectation; role conflict; socio-economic status; social class; social structure; sociology of education; questionnaire; interview; survey

éducation des adultes; abandon d'études; recrutement; motivation; femme; attente de rôle; conflit de rôles; status socio-économique; classe sociale; structure sociale; sociologie de l'éducation; questionnaire; entretien; enquête

There are data showing that many Norwegian women interested in adult education do not take advantage of the facilities available (Equality Council Survey 1969. Akershus survey 1971 'Women's need for adult education'). The aims of this project are

(1) to analyse role conflicts, structural and psychological

barriers supposedly existing among women who are potential adult education participants (dropouts and non-beginners);

(2) to contribute to a further development of analyses and theories of women's life situation.

Design and hypothesis: An analytical, exploratory study of a sub-group of women (potential participants in adult education). A variety of variables are used to get information to suggest hypotheses.

Sample: A sample of 30 women (15 non-beginners, 15 dropouts) – a sub-group from a representative sample of adult females established for the purposes of the main project 'Women's Need for Adult Education in the country of Akershus' (1971).

Methods: Questionnaire plus intensive interview; case studies; comparisons with the main sample of relevant variables.

Preliminary results: Work is going on as regards the analysis and interpretation of the data gathered. It seems however that dropouts and non-beginners differ on several social variables. The dropouts (who at least tried to participate) have more formal schooling (vocational and non-vocational) than the non-beginners. They more often live in a 'middle-class', education-motivated context than do the non-beginners, who experience more barriers and more role expectations. Many women are 'over-qualified' for the type of adult education followed.

Publ: Rørslett, Maj Birgit (1974): Voksenopplaering – en 'om-igjen-utdanning' for kvinner? In: *Tidsskrift for voksenopplaering*, 1974:3, pp. 96-102.
Rørslett, Maj Birgit (1974): *Prosjektet 'Behov for videreutdanning blant kvinner i Akershus'. Foreløpig rapport om B-utvalget.* Psykologisk Institutt, Oslo, 29p + app.

32 Beskrivelse og vurdering av et forsøk med studieplassundervisning i bilfagopplaeringen. (A description and evaluation of an experiment with "the learning place system" in the motor vehicle sectors.)
NO O 1975-1976
Houge-Thiis, Johan.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensønsvei 38, Box 38, Linderud, N-Oslo 5.
Fin: The National Council for Innovation in Education.
secondary education; vocational education; vocational training; training workshop; training method; teaching method; technological change
enseignement secondaire; enseignement professionnel; formation professionnelle; atelier de formation; méthode de formation; méthode pédagogique; changement technologique

Because of a lack of co-ordination and follow-up of technological developments in the motor vehicle sectors an experiment was started in four Norwegian upper secondary vocational schools, to try to develop a more systematic and effective educational design for the training of students. The experiment is based on the "learning place system".

The sample consists of the pupils who took part in this experiment in 1974/75 (48) and 1975/76 (78) and their teachers.

Methods: Observation; unstructured and structured interviews with both pupils and teachers.

33 Evaluering av kurs for ledere av mindre bedrifter. (Evaluating a course for managers of small businesses.)
NO O 1974-1976
Busch, Tor.
Sup: Kile, Svein M.
Inst: Oppland Distriktshøgskole (Oppland Regional College) Postboks 193, N-2601 Lillehammer.
Fin: Norwegian Council for Management Development.
vocational education; management education; business management; course programme; evaluation; transfer of learning; group work; group learning; project method; teaching model; industrial extension; follow-up study; interview; questionnaire
enseignement professionnel; formation à la gestion; gestion des entreprises; programme de cours; évaluation; transfert pédagogique; travail par équipe; pédagogie de groupe; travail sur projet; modèle didactique; vulgarisation industrielle; étude longitudinale; entretien; questionnaire

Background and aims: (1) to describe an actual course especially aimed at managers of small businesses. (2) To investigate and analyse the consequences of the course with special emphasis on the extent to which the theory presented is actually used. (3) To evaluate the relation between structure/content and the consequences of the course.

Design: Evaluation of results based on participants' reactions through surveys. Variables: practical utility, motivation for utilization, desire for a fuller study of subjects, etc.

Evaluation of results based on actual utilization of new knowledge: participants' own statements concerning utilization 5 and 10 months after participation. This is combined with a simple pre-test/post-test design.

Sample and methods: Questionnaires after each session of the course. Interviewing participants before and after course. Participating observation during course.

Preliminary results: Utilization depends on educational form (structure). Group work based on personal experience as a point of departure has a positive effect on transfer of knowledge. Subjects covering management, economics, techniques and methods were the most motivating and beneficial to the participants. New knowledge from these subjects is most often applied in the solution of practical problems after course completion.

34 Kvinner og voksenopplaering. En årsaksanalyse av hvorfor noen kvinner venter lang tid, og hvorfor noen venter kort tid før de realiserer et utdanningsønske i voksen alder. (Women and adult education: an analysis of the reasons why some women wait for a long time and some for a short time before they realize their wish in respect of adult education.)
NO O 1975-1976
Kallerud, Bitten.
Sup: Haukaa, Runa.
Inst: Psykologisk institutt, (Institute of Psychology) Box 1094, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Ministry of Church and Education.
Adult education; recruitment; woman; motivation; sociology of education
Éducation des adultes; recrutement; femme; motivation; sociologie de l'éducation

The project is closely related to the already completed project 'Adult education needs among women in the county of Akershus' (Runa Haukaa and Berit Ås). This project gave birth to a lot of new questions, among others: 'What is the relationship between motivation and actual participation in adult education?' (50% of the representative sample of women in competence promoting education had postponed realizing their educational wish for five years or more.)

From the representative sample of 294 women participating in adult education, 209 returned the questionnaire adequately completed (response rate 71%). Two groups were selected for intensive interviewing from this sample:

(1) women who have postponed realizing their educational wish for 10 years or more (22% of the representative sample, 43 women interviewed, response rate-90%);

(2) women who have waited up to two years between motivation and participation in adult education (17% of the representative sample, 23 women interviewed, response rate-70%).

Publ: Kallerud, Bitten. *Kvinner og voksenopplaering: Ventere og ikkeventere. Rapport til Kirke- og undervisningsdepartementet.* Oslo: 1976. 109 p. (mimeogr.).

35 Opplaeringsfunksjoner i industrien. (Training and development functions in the main parts of Norwegian industry.)
NO O 1974-1976
Haugen, Per E.
Sup: Norheim, Brynjulf; Dale, Erling.
Inst: Statens Teknologiske Institutt (National Institute of Technology) Boks 8116, Oslo Dep. N-Oslo 1.
Fin: Royal Norwegian Council for Scientific and Industrial Research.
vocational training; industrial education; industrial training; in-service training; training; trainer; teacher education; questionnaire
formation professionnelle; enseignement industriel; formation industrielle; formation en cours d'emploi; formation; formateur; formation des enseignants; questionnaire

Background and aims: There is a need to develop an educational programme for people who are in charge of, or dealing with training and development in commerce and industry. The aim is to combine the Institute's experiences with scientific methodology to develop different educational programmes for these people.

Sample and methods: 1,550 small, medium and major/large

Norwegian industrial enterprises. Written questionnaire on – size of enterprise – kind of industry (branch) – categories of employment.

36 Sosial bakgrunn og studiemotivasjon hos deltakere på voksenopplaeringstilbud i Gjøvik Kommune. (Adult education in Gjøvik. Social background and motivation of participants in adult education in the municipality of Gjøvik.)
NO C 1974-1975
Røger, Hallvard.
Inst: Oppland distriktshøgskole (Oppland Regional College), Postboks 193, N-2601 Lillehammer.
Fin: Ministry of Church and Education.
adult education; socio-economic status; social class; sociology of education; middle class; recruitment; motivation; leisure; recreational activities; languages; foreign language
éducation des adultes; status socio-économique; classe sociale; sociologie de l'éducation; classe moyenne; recrutement; motivation; loisir; activités récréatives; langues; langue étrangère

Aims: (1) To analyse social background and motivation of participants in adult education in Gjøvik. (2) To find out which courses different adult groups are interested in. (3) To compile data for making new and/or better courses.

Sample: 526 participants in adult education courses arranged by the main education organizations in Norway.

Method: Questionnaire data combined with population statistics.

Results: Middle-class groups are over-represented in the adult education courses. Language courses and recreational activities take approximately 75% of the participants.

Publ: Røger, Hallvard. *Undersøkelse av sosial bakgrunn og studiemotivasjon hos deltakerne på voksenopplingstilbud i Gjøvik Kommune*. Gjøvik, 1975. 47p.

37 Utvikling av laereplan for pedagogisk utdanning av opplaeringsfolk i mindre og mellomstore enheter. (Curriculum development for pedagogical education of training personnel working in small and middle-sized units.)
NO O 1976
Rossevik, Arne.
Sup: Haugen, Per.
Inst: Statens teknologiske institutt, (National Institute of Technology) Box 8116 – Oslo Dep. N-Oslo 1, Norway.
Fin: Ministry of Finance.
Curriculum; vocational training; industrial education; in-service training; trainer; training; teacher education; training method
Programme d'études; formation professionnelle; enseignement industriel; formation en cours d'emploi; formateur; formation; formation des enseignants; méthode de formation

The National Institute of Technology has already done some work in this field. (Research work done by Per E. Haugen. Report finished May 1975). The aim of the present project is to go further and establish a more formalized pedagogical education for training personnal working in small-sized units in the private and public sector.

The project draws on earlier research, on knowledge of recent results in general curriculum development, and on practical experience in vocational education guidance. An educational programme for training personnel is elaborated and tested.

38 Utvikling og utprøving av laeremidler i den videregående skoles maskin- og mekanikerfag. (Development and testing of teaching aids in vocational school courses for mechanics and machinists.)
NO O 1974-
Thoresen, Torer; Ruud, Jon Tidemand.
Inst: Statens Teknologiske Institutt (National Institute of Technology) Box 8116-Dep N-Oslo 1.
Fin: Ministry of Church and Education.
teaching aids; vocational school; vocational education; vocational training; mechanical engineering; self-instruction; autoinstructional aid.
moyens d'enseignement; école professionnelle; enseignement professionnel; formation professionnelle; construction mécanique; autoenseignement; matériel autodidactique.

Tuition in vocational schools is usually divided into two parts: theoretical lessons in the classroom, and practical instruction in the school workshop. One of the main problems in vocational training is to co-ordinate these two methods of teaching. In an attempt to solve this problem, The National Institute of Technology, Department of Mechanical Engineering and Metrology, is developing teaching aids for self-instruction where the theoretical and practical parts of the required subjects are integrated.

Methods: In co-operation with teachers in vocational schools, the Department develops and designs teaching aids on different topics. So far, teaching aids on subjects such as measuring screw threads (screw thread micrometer) the use of a universal index centre ('dividing head') have been developed. As for the latter, an open 'dividing head' was constructed, showing the index mechanism. The teaching aids are based on self-instruction. They are tested in schools and used as part of the normal tuition.

Preliminary results: The preliminary reports concerning the programmes developed and tested so far give an impression of satisfaction among teachers and students. In spite of this rather positive feedback, it is too early to say anything specific about the degree to which the project will succeed in solving the main problem mentioned above.

39 Voksenopplaering – analyse. (Adult education.)
NO C 1974-1976
Aamodt, Per O.
Inst: Statistisk sentralbyrå (Central Bureau of Statistics), Dronningens gt. 16, N-Oslo 1, Norway.
Fin: Central Bureau of Statistics.
adult education; recruitment; social status; socio-economic status; age; sociology of education; Norway
éducation des adultes; recrutement; status social; status socio-économique; age; sociologie de l'éducation; Norvège

Background and aims:

1. To study how the pattern of recruitment to adult education is connected with social background.

2. To study the growth of the adult education activity in Norway from 1969 to 1974.

Sample, methods:

1. Data for the first part of this study was collected by the Central Bureau of Statistics through the time budget study 1971-1972. A representative sample of 3541 drawn from the Norwegian population was asked whether they had participated in adult education or not.

2. The survey is based on figures taken from the statistics on adult education from 1969 to 1974.

Results:

1. Participation in adult education is most frequent among persons younger than 35, with high education, and in professional or semi-professional groups.

2. From 1969 to 1974 the adult education activity have shown a growth of nearly 100%.

Publ: *Voksenopplaering 1969-1974*. Statistisk analyse nr. 26. Statistisk sentralbyrå, Oslo 1976, 108p.+app. ISBN 82-537-0630-8.

40 Voksenopplaering for hvem. (Adult education for whom?)
NO O 1972-
Finstad, Nils; Hansen, Hilmar.
Inst: Nordland Distriktshøgskole (Nordland Regional College) N-8000 Bodø, Arbeidernes Opplysningsforbund (Workers Educational Association of Norway) Storgt. 23, N-Oslo 1.
Fin: Ministry of Church and Education.
adult education; recruitment; motivation; dropout; socio-economic status; change of residence; local community; working conditions; sociology of education; survey; questionnaire
éducation des adultes; recrutement; motivation; abandon d'études; status socio-économique; changement de résidence; collectivité locale; conditions de travail; sociologie de l'éducation; enquête; questionnaire

Aims. (1) To describe the recruitment of students to adult education, and the variation in recruitment among different population groups. (2) To describe the dropout process among students in adult education. (3) To analyze the factors which influence both the recruitment process and the dropout process. Factors such as social background, education, work situation, mobility, type of local community, the substance of the course and other course characteristics are studied.

Sample and methods: 3,600 students following in their spare time adult education courses at 'Arbeidernes opplysningsforbund' have returned adequately completed questionnaires. The sample is drawn from different geographical areas in Norway.

Publ: Finstad, Nils & Hansen, Hilmar. *Voksenopplaering for hvem?*. Oslo: Tiden Norsk Forlag, 1976. 214 p. + app.

41 Voksenopplaering hos tre årskull menn. (Adult education and training in three age cohorts of Norwegian men.)
NO O 1976-1978
Elleggard, Dorothy.
Sup: Ramsey, Natalie Rogoff.
Inst: Institutt for anvendt sosialvitenskapelig forskning The Institute of Applied Social Research, Box 1100, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Post-doctoral fellowship from the National Institute of Mental Health, Washington DC; Ministry of Church and Education.
adult education; socio-economic status; place of residence; marital status; educational opportunity; employment; income; occupational choice; man; sociology of education
éducation des adultes; statut socio-économique; lieu de résidence; situation de famille; chances d'éducation; emploi; revenu; choix d'une profession; homme; sociologie de l'éducation

The aims of the project are: to analyze the pattern and content of educational careers; to study the distribution of adult education and training, particularly with respect to socio-economic background; to study the relationships which exist between adult education and other activities or statuses, for example, occupational pursuits, industry, place of residence, income, earlier education, marital status, etc.; to assess the importance ot adult education in the occupational careers of these cohorts of men.

The sample consists of approximately 3,000 Norwegian men who were born in 1921, 1931 and 1941

Information on educational careerr was obtained along with detailed life-history information in retrospective interviews with the men. The interviews covered all relevant activities from the age of 14 until the time of the interview in 1971. Various types of quantitative analysis techniques are being utilized including path anlaysis and multiple regression models.

Yrkesopplaering i Norge i lys av reformer i den videregående skole. (Vocational training in Norway in the light of educational reforms in secondary schools.) .... see no. 30

Analyse av opplaeringsbehov hos ledere i statsforvaltningen. (Analysis of the civil service managers' need for management education.) .... see no. 67

11600 MASS EDUCATION – EDUCATION DE MASSE – MASSENBILDUNG

42 Lofotprosjektet. (The Lofoten Project.)
NO O 1975-1977
Solstad, Karl Jan, Høgmo, Asle; Solberg, Bjørn; Tiller, Tom.
Inst: Institutt for samfunnsvitenskap (Department of Social Science) Post Box 1040, N-9000 Tromsø.
University of Tromsø, N-9000 Tromsø.
Fin: The Norwegian Research Council for Science and the Humanities.
basic education; community development; local community; rural area; rural development; rural school; primary school; lower secondary; teaching aids; curriculum
éducation de base; développement des collectivités; collectivité locale; zone rurale; développement rural; école rurale; école primaire; secondaire premier cycle; moyens d'enseignement; programme d'études

The project is based on the assumption that a highly centralized and standardized education is particularly out of harmony with communities which according to tradition, culture, communications and economy are most distant from the urbanized, industrialized and powerful parts of the country. The general aim of the project is to develop a school which as regards content and organization reflects the local community which it serves. The project has two research aims: – to gain insight into the interaction process between school and local community; – to study strategies and methods for developing locally based teaching.

Design and method: The innovation and research project attempts to implement a general model for social planning in curriculum development (generative planning, i.e. participant planning). Methodologically the project implies a progressive development towards (1) a non-technological system of teaching materials and instructional aids; (2) an evaluation strategy (formative and summative) where several techniques are applied (a kind of triangulation of measurement processes).

Publ: Høgmo, A M & Solstad K.J. (1974): 'Lofotprosjektet' Et opplegg for en skole tilpasset Lokalsamfunnet. In: *Skolens Årbok 1974*, p. 4475-4494.
Høgmo, A.M. & Solstad, K.J. (1975): *'Lofotprosjektet' – intensjoner og utviklingsstrategi.* Universitetet i Tromsø: Institutt for Samfunnsvitenskap (ISV), 204p.
Tiller, T. (1976): *Organisering av undervisning med lokal og regional stofftilgang. Erfaringer fra Lofotprosjektet.* Tromsø: ISV, 52p.
Solstad, K.J. Solberg, B., Høgmo, A.M. Tiller, T. (1976): *Lofoten – i går – i dag – i morgen. Om naturen. Trekk fra vår historie. Naeringsliv og oekonomi. Kulturliv.* Bodø, 800p 4 vol.

Tiller, T. (1976): *Arbeidet med lokalt laerestoff i ungdomsskolen.* Tromsø: ISV, 1976. 202p.

43 Lokalsamfunnet i skolen. (The local community in school.)
NO O 1976-1979
Aleksandersen, Isak.
Inst: Skoledirektøren i Finnmark (The school director in the county of Finnmark), N-9800 VADSØ, Norway.
Fin: Ministry of church and education.
local community; rural area; rural school; primary education; teaching aids; curriculum; action research; decentralization
collectivité locale; zone rurale; école rurale; enseignement primaire; moyens d'enseignement; programme d'études; recherche action; decentralisation

In the county of Finnmark, Northern Norway, there has been a feeling that the local communities have had a minor influence on the school. The consequencies have been a school were pupils, parents and other potentially interested persons to a very little extent feel engaged in school and education. The aim is to let teachers and representatives from the local community cooperate in developing curricula, teaching material, textbooks, educational programs etc., reflecting and integrating the different resources in the local community.

The 50 participants in the project have a high degree of autonomy in deciding how to reach the aims, but most of them use a method similar to action research with frequent contacts with key persons in the local community, meetings, seminars etc.

There is at the moment developed several preliminary versions of locally oriented teaching material in local history, geography and natural sciences.

44 Rødøyprosjektet. (The Rødøy Project.)
NO O 1976-1980
Solstad, Karl Jan; Tronvoll, Olav Kvikne; Høgmo, Asle; Eilertsen, Tor Vidar; Berk, Ernst; Nilsen, Elisabeth; Andreassen, Arne; Ulriksen, Ole.
Inst: Skoledirektøren i Nordland (Director of Education in Nordland) N-8000 Bodø.
University of Tromsø (Department of Social Science), N-9000 Tromsø.
Fin: Ministry of Church and Education.
basic education; community development; local community; rural school; primary school; lower secondary; rural area; rural development; interuniversity cooperation; organization of research; innovation; action research
éducation de base; développement des collectivités; collectivité locale; école rurale; école primaire; secondaire premier cycle; zone rurale; développement rural; cooperation inter-universités; organisation de la recherche; innovation; recherche action

Aims: (1) To develop a basic education curriculum for rural areas with a scattered population and with schools organized in multi-aged classes. The content should as far as possible reflect the local community. (2) To gain experience in educational research and innovation where several institutions (i.e. central school authorities, local school councils, schools, teacher training colleges and universities) take part in successive planning and follow-up work.

Design: The research strategy may be described as participatory planning. This implies that no specific aims are pre-formulated.

Sample and methods: The project is a case study of one municipality (Rødøy kommune), including all 11 school districts which at the upper stage of compulsory education used to be centralized in one. Data will be based on participant observation, interviews and questionnaires in respect of teachers, parents and pupils, school records and tests. The developmental work will also focus on the design of teaching materials suitable for multi-age teaching and which stress local themes and problems.

Suldalsprosjektet – Aksjonsforskning om samordna opplegg for vidaregåande opplaering, yrkesutdaning, arbeidsliv og fritids/kulturaktivitetar i bygdesamfunn i sterk vekst. ("The Suldal Project" – Research about a coordinated plan for further education, vocational training, economic life and leisure and cultural activities in a small community in rapid growth.) .... see no. 126

12000 CURRICULUM – PROGRAMME D'ETUDES – BILDUNGSPLAN

12100 CURRICULUM SUBJECT – MATIERE D'ENSEIGNEMENT – LEHRFACH

45 Forskningsmessig oppfølging av fagplanarbeid i den videregående skolen. (Follow-up research of curriculum development in the new upper secondary school.)
NO C 1975
Ongstad, Sigmund.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensønsvei 38, Box 38, Linderud, N-Oslo 5, Norway.
Fin: The National Council for Innovation in Education.
upper secondary; curriculum; reform of education; mother tongue; social sciences; attitude; teacher behaviour; role; interview; follow-up study
secondaire deuxieme cycle; programme d'études; reforme de l'enseignement; langue maternelle; sciences sociales; attitude; comportement de l'enseignant; rôle; entretien; étude longitudinale

Background and aims: The NCIE has recently been involved in reforms of the upper secondary school. Within the new structure there has been a certain innovation in tradional subjects. In compulsory subjects as norwegian and social studies one wanted to evaluate the degree of the functionality of the new "subject plans".

Previous investigations in innovation on this level have stressed the central role of the teacher and his attitude. By constructing a follow-up study based on interviews of teachers from different new structure schools, one wanted to pay attention to the connection between teacher-role and subject plans in education.

Sample, methods: Approx. 30 Norwegian- and 30 social study teachers were asked to evaluate the subject and the plan by giving experiences and viewpoints in a slightly structured interview with open questions. The answers were systematized and commented on separately. The results from the follow-up study among the Norwegian teachers were published before we interviewed the social study teachers.

Many of the teachers valued the innovations positively, as such, but one also found discontent with conditions as time, resources, work-load and competence. Older teachers felt pressed to change their role as teachers. To a great extent teachers still seem to plan their teaching more in relation to text-books and traditional routines in education than to the new subject plans.

Publ: Fagplaner og norskundervisning i videregående skoler. 23 intervjuer med 32 laerere. *Informasjon om forsøksarbeid nr. 54.* Forsøksrådet for skoleverket, Oslo 1975.
Fagplaner og samfunnsfagundervisning i videregående skoler. En intervjuundersøkelse. *Informasjon om forsøksarbeid nr. 59.* Forsøksrådet for skoleverket, Oslo, 1975. 101 p + app.

46 Utvikle tverrfaglig praktisk-etisk teamarbeid i laererutdanningen. (To develop integrated practical-aesthetical teamwork in teacher training programmes.)
NO O 1976-
Berge, Sigurd; Hellvin, Runo; Kokkvoll, Randi; Moen, Skjoldvor; Skånland, Halfdan; Stålsett, Unn.
Inst: Sagene Laererskole (Sagene Teachers College) Biermannsgt. 2 N-Oslo 4.
Fin: Ministry of Church and Education.
integrated curriculum; aesthetics; art; drama; mime; music and movement; verbal behaviour; singing; creativity; creative activities; primary education; teacher education.
programme d'études integré; esthétique; art; art dramatique; mime; rythmique; comportement verbal; chant; créativité; activités creatrices; école primaire; formation des enseignants

In 1975/76, Sagene Teacher Training College started a graduate programme for teachers about the use of creative elements such as sound, light, form, colour, words and movement in integrated projects in the elementary school. It is a one-year programme. The aim is to develop integrated practical-aesthetic teamwork in teacher training programme.

Sample and methods: The hypotheses are being elaborated on the basis of written reports from the students, and of the planning, description, analysis and evaluation of the ongoing teamwork among the teachers who have developed the design of the study.

Alternativ opplaering – (Arbeidserfaring som del av skolens valgfagtilbud). (Alternative Education – (Work Experience as an optional "subject" for the pupils in 9th form).) ..... see no. 17

Gjennomføring av mønsterplanen. Laererens vurderinger og holdninger. (Implementation of the model curriculum: teachers' opinions and attitudes.) .... see no. 21

Lofotprosjektet. (The Lofoten Project.) .... see no. 42

Lokalsamfunnet i skolen. (The local community in school.) .... see no. 43

Fransk, spansk, russisk og andre språkfag – ei undersøking i grunnskulen og studieretning for allmenne fag. (French, Spanish, Russian and other languages at the lower secondary stage and in the gymnasium.) .... see no. 49

Miljølaereprosjektet. (Environmental education in primary school (1-6): a curriculum development project.) ..... see no. 54

Forsøksordnet ungdomsskole. (Innovation in two lower secondary schools in Oslo.) .... see no. 107

En analyse av laereplanen for grunnskolen i Bangladesh. En virdering av laereplanens innhold i lys av innstillingsanalyser. (An analysis of the curriculum for the primary school in Bangladesh. An evaluation of the curriculum content on the basis of attitude measurement.) .... see no. 120

12200 LITERACY. READING. WRITING – ALPHABETISATION. LECTURE. ECRITURE – ALPHABETISIERUNG. LESEN. HANDSCHRIFT

Ferdighet i fonemisk analyse, fonemisk syntese og lesing i to førsteklasser. (Skill in phonemic analysis, phonemic synthesis, and reading in two first grade groups.) .... see no. 48

Faktorer i språkpersepsjonen. (Factors in language perception.) .... see no. 87

12300 LANGUAGE SCIENCES – SCIENCES DU LANGAGE – SPRACHWISSENSCHAFTEN

47 Elaboration of new texts/dialogues to accompany a series of films (cartoons) for use in the teaching of French at University level.
NO C 1973-1975
Forsgren, Maud; Thoner, Astrid.
Sup: Johansen, Svein.
Inst: Sentret for språkpedagogikk (Centre of Applied Linguistics), Box 1067, University of Oslo, Blindern, N-Oslo 3.
University of Oslo, Blindern, N-Oslo 3.
Fin: The Norwegian Research Council for Science and the Humanities.
university studies; foreign language; third language; language teaching; French; teaching method; teaching aids; content analysis
études universitaires; langue étrangère; deuxième langue; enseignement des langues; français; méthode pédagogique; moyens d'enseignement; analyse de contenu

The texts accompanying a series of 12 films (cartoons) used in the teaching of French were found inadequate for students at university level. The project therefore aimed to create a new series of texts better suited to the needs of beginning students. Priority was given to the oral skills: (1) to improve the students' comprehension of French as spoken by natives; (2) to develop the students' accuracy and fluency in oral expression.

Methods: Careful investigation and systematic analysis of vocabulary and grammatical elements with a special emphasis on the progressive complexity of the language used in the new texts.

Results: 12 new texts, exclusively in dialogue form, accompanying the series of films and (since Sept. 1975) in use in the teaching of French at the University of Oslo. Each dialogue concentrates on two or three major grammatical structures and makes use of everyday, spoken, idiomatic language.

48 Ferdighet i fonemisk analyse, fonemisk syntese og lesing i to førsteklasser. (Skill in phonemic analysis, phonemic synthesis, and reading in two first grade groups.)
NO O 1972-1977
Skjelfjord, Vebjørn.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Boks 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities.
linguistics; language teaching; reading; alphabet; acoustics; pronunciation; observation; test; phonetics
linguistique; enseignement des langues; lecture; alphabet; acoustique; prononciation; observation; test; phonétique

A study in two pre-school classes has shown that the children's analysis of spoken words into their "sounds" was predominantly articulatory in nature. The aim of this project is to study intensively and to compare the nature of the processes of analysis and synthesis and of reading techniques.

Sample: Two first grade groups in Oslo (24 and 18 pupils). Methods: The pupils were tested individually as regards phonemic analysis, phonemic synthesis and the reading of isolated words. The testing of one of the groups was videotaped. In the other group two test leaders recorded both answers and types of reaction (loud, silent, articulatory reactions).

Preliminary results: The process of analysis, synthesis and technical reading is shown to be predominantly articulatory in nature. Generally, the same types of error were found in all three processes, but some special errors were found only in one of them.

Publ: Skjelfjord, Vebjørn Jentoft: *Ferdighet i fonemisk analyse, fonemisk syntese og lesing i to førsteklasser: En foreløpig rapport.* Pedagogisk forskningsinstitutt, Oslo, 1976. 96 p.

49 Fransk, spansk, russisk og andre språkfag – ei undersøking i grunnskulen og studieretning for allmenne fag. (French, Spanish, Russian and other languages at the lower secondary stage and in the gymnasium.)
NO C 1975-1976
Grepstad Jon.
Sup: Kvamme, Claus; Stølen, Lars.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensons vei 38, Box 38, Linderud, N-Oslo 5, Norway.
Fin: The National Council for Innovation in Education.
secondary school; time-table; economic resources; language teaching; option; foreign language; french; spanish; russian; questionnaire
école secondaire; emploi du temps; ressources économiques; enseignement des langues; matière à option; langue étrangère; francais; espagnol; russe; questionnaire

Background and aims were:

A. To gain information about how many schools offer these languages and at what levels,

B. To gather information about how many students choose these subjects

C. To analyze factors which influence the position of these languages in the school schedules at the lower secondary level and in the reform gymnasium (general study course).

Sample, methods: Questionnaire data from lower secondary schools and reform gymnasiums. Analysis of various aspects of the school schedule structure of the reform gymnasium and of the possibilities that exist within the limits of the present economic resources allotted to these schools.

In addition to English and German, French is practically the only foreign language offered by lower secondary schools. About 45 of these schools offered French in 1976. Nearly all upper secondary schools (with general study course and new structure) offered French in 1975, $^{1}{}_{5}$ offered Spanish, 5 schools ($^{1}{}_{10}$) offered Russian, 1 Italian, 1 Finnish, and 1 Lappish. Factors that influence the position of these languages are: 1) economic resources, 2) structure of school schedule, 3) student interests, 4) teacher qualifications.

Publ: Grepstad, Jon: Fransk, spansk, russisk og andre språkfag – ei undersøking i grunnskulen og i studieretning for allmenne fag. *Forsøksnytt, 1976:7*, p. 186-199.

50 Utvikle et undervisningsopplegg i engelsk for tredje klasse. (Development of teaching material in English for the third grade.)
NO C 1972-1976
Rustan, Marit Solheim.
Inst: Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57b. N-Oslo 6.
Fin: Municipality of Oslo.
foreign language; second language; English; language teaching; primary school; creative activities; dramatization; teaching aids
langue étrangère; première langue; anglais; enseignement des langues; école primaire; activités créatrices; jeu dramatique; moyens d'enseignement

The school board of Oslo asked the Department of Educational Research and Innovation to look into the possibilities of teaching English at a lower level than the 4th grade. The aim of this project was to develop teaching material in English for the 3rd grade. The teaching was oral and made use of pictures, articles, musical activities, drama and other creative work.

Sample: 1973/76 – 75 pupils from the 3rd grade; 1974/5 – 250 pupils from the 3rd grade.

Methods: The teachers formed groups and evaluated the project. The attitudes of the pupils towards the teaching material, as was the knowledge the pupils gained were tested.

The project has resulted in teaching material in English for the 3rd grade which stresses the use of pictures, articles, musical activities, drama and other creative work. The teaching material will be published.

Publ: Husby, Bård (1974): Engelsk i tredje klasse In: *P.I.P, Forsøk i Osloskolen*, 1974:1, pp. 12-13,
Engelsk i 3. klasse. Rapport nr. 32 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, Oslo 1976, 76 p. + app.

Produksjon og systematisk utprøving av forsøksøvinger innenfor norsk grammatikk og idiomatikk med henblikk på norskundervisning for innvandrere. (Production and testing of exercises in Norwegian grammar and idiom for the teaching of Norwegian language to immigrants.) . . . . **see no. 5**

Bruk av språklaboratorium i vidaregåande skular. (The use of language laboratories in upper secondary schools.) . . . . **see no. 70**

Norsk tilpasning og standardisering av ITPA. (Norwegian adaptation and standardization of ITPA.) . . . . **see no. 93**

12500 MATHEMATICS. SCIENCE EDUCATION – MATHEMATIQUES. EDUCATION SCIENTIFIQUE – MATHEMATIK. NATURWISSENSCHAFTLICHE BILDUNG

51 Forsøk med EDB-undervisning i gymnaset med minidatamaskin. (Computer education in upper secondary schools with use of minicomputer.)
NO C 1974-1975
Gjesvenes, Kjell.
Inst: Vahl gymnas, Vahl secondary school, Herslebsgt. 26, N-OSLO 5, Norway.
Fin: Ministry of Church and Education.
mathematics; arithmetic; calculation; computer; computer science
mathématiques; arithmétique; calcul: ordinateur; informatique

During the school year 1974/75, two classes were given computer education as optional subject in mathematics. A Hewlett-Packard 9821A with plug-in ROM and card reader was used. The aim of the project was to test the special type of card reader in the educational setting.

The experiences were positive with the computer and card reader, and under economic constraints it may be possible to get nearly the same effect with a cheaper computer model, the 9820A.

Publ: Gjesvenes, Kjell: *Rapport om forsøk med EDB-undervisning gjennomført ved Vahl gymnas i skoleåret 1974-1975.* Vahl Gymnas, Oslo, 1975.

52 Idéskisser til en virkelighetsnær matematikk. (An outline for a realistic mathematics curriculum.)
NO O 1976-1978
Hole, Arne; Hasland, Ivar; Hole, Bjørn.
Sup: Harboe, Bård.

Inst: Stavanger Laererskole (Stavanger Teachers College) Box 2521, Ullandhaug, N-4001 Stavanger.
Fin: Ministry of Church and Education, Institute of Applied Social Research.
mathematics; applied mathematics; curriculum subject; teaching method
mathématiques; mathématiques appliquées; matière d'enseignement; méthode pédagogique

Background and aims: Mathematics teaching has traditionally tended to cater for the limited category of pupils who could reach high standards, and is to that extent inappropriate to the present need for an increasingly broad population of school leavers to possess sound basic skills. The project aims at developing a mathematics curriculum that may be appropriate for a much broader population. The conclusions of the project will take the form of a suggested basic curriculum together with methodological guidelines for teaching. Emphasis will be put on realistic tasks and problems.

Methods: The results of projects undertaken abroad will be analysed and, where appropriate, applied to Norwegian conditions.

53 Miljø og naturvernundervisning i ungdomsskolen og i laererutdanning. (A survey of environmental education in the lower secondary school and in teacher training.)
NO C 1975-1976
Kristensen, Terje.
Inst: Pedagogisk seminar i Oslo, Institute for the training of secondary school teachers, Box 1099, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities.
primary school; lower secondary; teacher education; further education of teachers; in-service training; ecology; environment; curriculum; integrated curriculum; teaching aids; attitude; teacher behaviour
école primaire; secondaire premier cycle; formation des enseignants; perfectionnement des enseignants; formation en cours d'emploi; écologie; environment; programme d'études; programme d'études integré; moyens d'enseignement; attitude; comportement de l'enseignant

The aim was to get information about environmental education in order to see to what extent this information could be used in the training of teachers and in-service courses.

Sample and methods: Questionnaires and interviews with 168 teachers from 30 schools in (response rate 68%).

There seems to be a correlation between the teachers' general attitudes to and interest in environmental methods and problems and their attitudes to giving such education in school. A majority of the teachers gave no integrated environmental education. Most of them were using theoretical models only, and they were dealing with these problems as if they were non-political.

54 Miljølaereprosjektet. (Environmental education in primary school (1-6): a curriculum development project.)
NO O 1969-1977
Bjørndal, Bjørne; Lieberg, Sigmund.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Box 1092, Blindern N-Oslo 3.
University of Oslo, Blindern, N-Oslo 3.
Fin: Ministry of Church and Education, Institute of Educational Research.
primary school; curriculum; integrated curriculum; interdisciplinary; ecology; environment; teaching aids; learning kit; innovation; information dissemination; interview; questionnaire
école primaire; programme d'études; programme d'études intégré; interdisciplinaire; écologie; environnement; moyens d'enseignement; valise pédagogique; innovation; diffusion de l'information; entretien; questionnaire

Aims: (1) to develop series of teaching-learning units in environmental education for primary school, grades 1-6. (2) To gain experience of a theoretical methodological model for planning and teaching environmental education themes with special regard to the relationship between educational and interdisciplinary factors. (3) To test a model for the diffusion of educational and environmental information to teachers. (4) To develop an interdisciplinary and co-operative approach for planning teaching-learning units. (5) To gain experience of teaching controversial issues in environmental education. (6) To qualify teachers for planning and teaching their own teaching-learning units in environmental education.

Sample and methods: The sample consists of approximately 20 classes at each of the grades 3-6, – altogether 80 teachers and 2,000 pupils from 8 regions in Norway. Formative evaluation based upon:
- teachers' reports,
- teachers' interviews,
-questionnaires or tests of pupils' attitudes, interests and motivation.

Preliminary results: No final evaluction report is available so far. Some indicators point to the following changes in the teaching strategies in the trial schools:
- more time spent on student activities such as excursions, laboratory work, experiments, etc.
- more stress on the affective aspects of teaching;
- more work on planning and structuring of learning activities;
- change from subject-based to integrated approach.

Publ: Bjørndal, B. & Lieberg, S. Miljølaere i grunnskolen. In: *Vår skole*. vol. 60, nr. 4/5, 1974, pp. 164-168
Bjørndal, B & Lieberg, S. Environmental education in primary school. A presentation of a Norwegian curriculum development project. In: *Scandinavian Journal of Educational Research*, vol. 19, 1975, pp. 131-151.
Bjørndal, B. & Lieberg, S. *Innføring i økopedagogikk. En studiehåndbok for laerere*. Oslo: Aschehong, 1975, 119 p.
Lieberg, S. Miljølaereprosjektet. Erfaringer med prosjektledelse, tverrfaglig samarbeid, samarbeid med laerere/skoler og pedagogiske sentra. In: *Forsøks- og utviklingsarbeid i laererutdanninga*. Oslo: Universitetsforlaget, 1976. pp. 55-83.

55 Ny regning. (New mathematics.)
NO O 1969-1979
Johannessen, Kjell-Eirik.
Inst: Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57 b N-Oslo 6.
Fin: Municipality of Oslo.
primary education; lower secondary; new mathematics; teacher; teacher education; teaching practice; comparative analysis; Danmark; Norway
enseignement primaire; secondaire premier cycle; mathématiques nouvelles; enseignant; formation des enseignants; pratique pédagogique; analyse comparative; Danemark; Norvège

MUNK (Matematikk Undervisningens Nordiske Komite = Nordic Committee on Education in Mathematics) having conducted some promising developmental work in new mathematics, the local school authorities in Oslo and in Copenhagen have taken the initiative to continue this activity. The aims of the project are to find out how teachers with regular teaching practice are able to master the teaching of new mathematics in the elementary school, how children learn certain mathematical concepts, and how they are able to apply these when solving practical mathematical problems.

Sample: The experimental group consists of 6 elementary schools in Oslo (20 classes) and 13 elementary schools in Copenhagen (20 classes). There is also a control group of the same size.

Methods: The pupils are tested, and there is a questionnaire for teachers. Feedback is provided for the authors of mathematics textbooks. New textbooks are tried out.

Preliminary results: The earlier most commonly used mathematical textbooks for the 2nd grade would seem to be not very effective. Use of symbols and theory in new mathematics 'Ny regning' for the 1st-3rd grades does not exceed the pupils' ability.

Publ: Johannessen, Kjell-Eirik (1973): 'Ny regning' på barnetrinnet – et dansk-norsk samarbeid. In: *P.I.P. Forsøk i Osloskolen*. 1973: 1, pp. 10-11.
Matematikkundervisning i 2. og 3, klasse – 'NY REGNING' – et samarbeids-prosjekt mellom Københavns Kommunale Skolevaesen og Skolesjefen i Oslo, Delrapport 1970/71 til 1972/73. Rapport nr. 31 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, Oslo 1976, 76 p. + app.

56 Undervisning i matematikk. Ei observasjonsundersøking på niende klassesteg kursplan III. (Teaching mathematics. An observation in lower secondary school.)
NO C 1974-1975
Otto, Trond.
Sup: Harbo, Torstein.

Inst: Pedagogisk institutt, Institute of Education, Lade, N-7000 Trondheim, Norway.
University of Trondheim, Lade, N-7000 Trondheim, Norway.
mathematics; lower secondary; teaching method; study method; students' work; observation
mathématiques; secondaire premier cycle; méthode pédagogique; méthode de travail; travail des élèves; observation

The aims were to describe the teaching of mathematics and to get information on difficulties in teaching.

Nine classes were observed systematically during 39 hours. To give comparable information, one has not drawn random samples, but has concentrated on hours with the same educational content and aims.

It was found very different teaching/learning situations. The teaching seemed to depend more upon the teacher, the pupils and the "atmosphere" in the class than on teaching material, books and the curriculum for this subject. During learning of new mathematical laws and principles, there was more pupil activity in classes with modern teaching methods than in classes with more traditional methods.

Publ: Otto, Trond: *Undervisning i matematikk. Ei observasjonsundersøking på niande klassesteg kursplan III.* Pedagogisk institutt, Trondheim, 1975.

12600 SOCIAL SCIENCES. HISTORY. PHILOSOPHY – SCIENCES SOCIALES. HISTOIRE. PHILOSOPHIE – SOZIALWISSENSCHAFTEN. GESCHICHTE. PHILOSOPHIE

57 Analyse av laerebøker i samfunnsfagene historie, samfunnskunnskap og geografi i grunnskolen sett i lys av målsettingens påbud om oppdragelse til bestemte politisk viktige holdninger. (An analysis of textbooks in the social sciences (history, geography and civics) in primary school, according to the objectives of political education and attitudes.)
NO O 1975-1977
Heide, Hjørdis Kristine.
Sup: Galtung, Johan; Nordland, Eva.
Inst: Landingsveien 102 B, N-Oslo 7.
Fin: Ministry of Church and Education.
social sciences; history; geography; civics; political education; social studies; aims of education; value; value system; textbook; content analysis
sciences sociales; histoire; géographie; éducation civique; éducation politique; études sociales; finalité de l'éducation; valeur; système de valeurs; manuel d'enseignement; analyse de contenu

Among the aims of education in social subjects should be the promotion of values and attitudes which stimulate pupils towards active and responsible social participation, and which help pupils to understand how conflicts can emerge and how co-operation can be established and maintained.

The intentions of the project are to find out to what degree the textbooks published are suitable for attaining the aim mentioned above.

Both teaching methods and ideal content of the textbooks will be analyzed.

58 Lokalhistorie i skolen. (Local history at school.)
NO O 1974-1977
Angvik, Magne.
Inst: Avdeling for samfunnsfag (Department of Social Studies) Landåssvingen 15, N-5030 Landås.
Bergen Teachers College, Landåssvingen 15, N-5030 Landås.
Fin: Ministry of Church and Education.
history; local studies; teaching method; teacher education; local community
histoire; études locales; méthode pédagogique; formation des enseignants; collectivité locale

Aims: (1) To try out new methods in arranging material for the teaching of local history at school; (2) To enable teachers to obtain experience in using different kinds of environmental material as part of their postgraduate work; (3) To elaborate and try out on a small scale various study units relating to different locations in Norway.

Six different study units are being tried out at different schools in Western Norway. Another two will be completed in the near future.

59 Utarbeidelse av undervisningsopplegg for tilegning av sosiale kunnskaper og ferdigheter. (Developing a Norwegian version of the Social Learning Curriculum.)
NO O 1976
Skaarbrevik, Karl Johan; Tangerud, Hans.
Inst: Oppland Distriktshøgskole, (Oppland Regional College) N-2600 Lillehammer, Norway.
Fin: Ministry of Church and Education.
Socialization; social integration; social adjustment; social behaviour; mental retardation; educability; backward child; remedial teaching; social education
Socialisation; intégration sociale; adaptation sociale; comportement social; retard intellectuel; éducabilité; enfant retardé; enseignement de rattrapage; éducation sociale

The Social Learning Curriculum developed by Dr. Herbert Goldstein at Yehiva University, New York, will be translated, and the translated version tested in special schools for educable mentally retarded children. Based on the field testing a Norwegian version of the Curriculum will be designed.

The translated Curriculum will be used and evaluated by about 20 teachers working with educable mentally retarded children.

12700 ART. MUSIC. SPEECH – ART. MUSIQUE. PAROLE – KUNST. MUSIK. SPRECHEN

60 Forsøk med musikk-klasser i Oslo grunnskole 1969-71. (Research connected with establishing separate music classes in Oslo primary schools 1969-71.)
NO C 1969-1975
Dageid, Vidar.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Superintendent of Schools in Oslo.
musicality; child development; music education; artistic ability; aptitude test; test; empirical research
musicalité; développement de l'enfant; éducation musicale; don artistique; test d'aptitude; test; recherche empirique

The background and aims were (A) to define the contents and subareas of the discipline music psychology, (B) to analyze the sub-area "musicality" as to its most important components and define these operationally, (C) to construct an instrument for measuring one of the most basic components of "musicality" for use with 3rd graders in primary school, (D) to plan and conduct a testing procedure for applicants (3rd graders) to music classes in Oslo 1969 and 1970.

The hypothesis were (1) the test differentiates between the upper and lower third of 3rd graders in primary schools of Oslo as to degree of musicality, (2) the test measures musicality (as defined) precisely enough for its purpose, (3) the test does not measure sex differences, (4) the test does not measure differences in intelligence, (5) the test does not measure differences in general scholastic ability, (6) the test does not test socio-economical differences, (7) the test does not measure differences in earlier musical experiences (playing/singing).

The test was constructed according to established rules for test construction. Four groups of 3rd graders were tested with group and individual tests, two of these samples were randomly chosen by me, two were given with the applicants to the music classes to be established. N=215 pupils.

The 7 hypotheses were through empirical support accepted at the 1% level. Reliability (split-half corrected) between .82 and .89. Validity (r-bis) between .39 and .56, criterion teacher-rated degree of musicality. The results are interpreted as being suggestive, research on a larger scale is needed before more conclusive results can be presented.

Publ: Dageid, Vidar: *Musikkpsykologi, musikalitet og måling av musikalitet.* Pedagogisk forskningsinstitutt, Oslo, 1975. 239 p. ISBN 82-569-4169-3.

61 Utprøving og framstilling av undervisningsmidler til bruk i vevundervisningen. (Research and development in respect of equipment and resources for instruction in weaving.)
NO O 1976-
Andersen, Else Lilledal; Gjelsvik, Liv; Hougen, Eva; Utti Huse, Britt.
Inst: Statens Laererskole i Forming – Vevavdelingen (State Teacher College of Art & Craft Education – Weaving Department), Cort Adelersgate 33, N-Oslo 2.

Fin: Ministry of Church and Education; State Teacher College of Art & Craft Education.
teaching aids; audiovisual aid; photograph; educational film; craft; training method; experimentation
moyens d'enseignement; moyen audiovisuel; photo; film éducatif; artisanat; méthode de formation; expérimentation

Aims: (1) To study various methods of warping and dressing looms. (2) To construct timesaving equipment and develop better working methods. (3) To make series of photos with accompanying texts and film loops to aid students and teachers.

The following part of the project will be completed in 1976/77: Photo series with text of:

Warping with paddles
Sectional warping
Spreading the warp in a paddlecomb and winding the warp.

Sample and methods: Students answer questionnaires. Methods and equipment are discussed, and students experiment with various methods and equipment.

62 Utvikling av eit utdanningstilbod i dei ymse drama- og teaterdisipliner til bruk i skuler, lag og institusjoner, basert på eit skriftleg tilrettelagt materiale for dei ymse kurstrinn og opplegg. (Development of a training programme in various drama and theatre disciplines for use in schools, organisations and institutions, being based upon written material in accordance with the various stages of course development and presentation.)
NO O 1976-1980
Gullestad, Anne; Hlavaty, Karel; Kile, Svein M.
Inst: Vestlandske Teaterlag (The Dramatical Society of Western Norway), Box 1106, N-5001 BERGEN, Norway.
Fin: Ministry of Church and Education.
drama; theatre; school play; questionnaire; observation; action research
art dramatique; théâtre; théâtre scolaire; questionnaire; observation; recherche action

Background and aims:

A. Charting the various disciplines, with a frame in the various interest areas for development in practical and theoretical work for what it may contain.

B. Written analysis on the development process of the controlled theoretical and practical work in the course plan.

C. Revision and total evaluation of the drama and theatre disciplines and development of continuation courses in the various specialities and interest areas.

Sample, methods:

Questionnaires to schools and organizations. Working with a group of instructors/teachers to collect materials for courses to fit different groups according to age, social and intellectual level and socio-cultural environment.

Action research through observation and registration of both the teacher/instructor and the participants.

Musikalsk utvikling i småbarnsalderen. (Musical development at preschool age.) .... see no. 44

12800 PHYSICAL EDUCATION. HEALTH EDUCATION – EDUCATION PHYSIQUE. EDUCATION SANITAIRE – LEIBESERZIEHUNG. GESUNDHEITSERZIEHUNG

63 Fysisk fostring i barne- og ungdomspsykiatriske institusjoner. (Physical education in psychiatric clinics for children and adolescents.)
NO O 1974-1976
Haug, Berit.
Sup: Olsen, A. Morgan.
Inst: Norges Idrettshøgskole (The Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8.
Fin: Ministry of Church and Education.
psychiatric service; child psychiatry; youth; physical education; motor activity; skill; originality; spontaneity; physical expression; interpersonal relations; special education; remedial gymnastics
service psychiatrique; psychiatrie infantile; jeunesse; éducation physique; motricité; compétence; originalité; spontanéité; expression corporelle; relations interpersonnelles; enseignement spécial; gymnastique corrective

Aims: (1) To investigate how various psychiatric clinics for children and adolescents in Norway view physical education. (2) To analyze what effects physical education can have for the individual client and client group concerning mastery of skills and tasks, activity and initiative, perseverance and continuity regarding tasks, and group interaction.

Design: Field work in a psychiatric clinic for adolescents (State Centre for Child and Adolescent Psychiatry). Survey research covering other psychiatric clinics for children and adolescents in Norway.

Sample and methods: Participant observation at the State Centre for Child and Adolescent Psychiatry. Written interviews. Questionnaire to 19 psychiatric clinics for children and adolescents. All 19 have returned their questionnaires.

Preliminary results: (1) Work with physical education varies from institution to institution as regards goals and to what degree the institutions emphasize physical education in the treatment. Lack of competence in physical education among social workers seems to hinder work progress. (2) Given a well-planned activity programme, physical education contributes to positive effects in the above-mentioned areas.

64 Kroppsøving i ungdomsskolen. En undersøkelse av 6 praktisk-pedagogiske problemområder. (Physical education in lower secondary school. A survey on 6 practical-pedagogical problemfields.)
NO O 1976-
Lippe, Gerd von der.
Inst: Liljeveien 13, N-Oslo 5, Norway.
Fin: Ministry of Church and Education.
physical education; lower secondary; coeducation; truancy; student participation
éducation physique; secondaire premier cycle; éducation mixte; école buissonniere; participation de l'étudiant

The aims were (1) to study some aspects of physical education at 9th level in lower secondary school, and which seem to concern the teacher of the subject, and (2) to study the attitude of teachers and pupils on the following items: (a) Do the pupils enjoy their lessons in physical education? (b) To what extent do pupils shirk the lessons? (c) To what extent are boys and girls together in physical education as a compulsory subject? (d) To what extent do the pupils have influence on the choice of activities, and are they encouraged to take part in that? (e) To what extent are the pupils screened physically? (f) Do the pupils know why they are 'warming up' before an activity/event and do they know how they are going to strengthen their muscles? (g) How long do a normal lesson last? (h) To what extent do the girls participate when having their menses?

A sample of 257 pupils from 3 different areas of Oslo filled in a questionnaire, and their teachers were interviewed. The sample was drawn from schools where boys and girls were together in physical education, either when the subject was compulsory or when it was optional.

45.5% of the girls and 69.5% of the boys rank physical education as one of the three most preferred subjects. 50.9% of the girls and 44.4% of the boys have shirked physical education one or more hours during the first part of the 9th level. 84.2% of the pupils say that co-education in physical education is o.k.; 96% of the pupils practicing co-education say so, whereas 64% of the pupils not practicing it have the same opinion. 40.1% of the girls and 59.9% of the boys say that they have influence on choice of activities. 50.4% of the pupils seem to be physically screened. Most of the pupils seem to have fairly good knowledge. Less than one third of the pupils seem to have "double lessons" (2 × 45 min.), and more than one third seem never to have "double lessons". The rest have double lessons when physical education is an optional subject. 51.4% of the girls seem to participate in physical education during menses.

65 Sosialisering til idrettsroller. (Socialization as regards sport roles.)
NO O 1973-1977
Stensaasen, Svein; Olsen, Egil; Kristoffersen, Kåre.
Inst: Norges idrettshøgskole, The Norwegian College of Physical Education and Sport, Sognsveien 220, N-Oslo 8, Norway.
Fin: Council for Social Sciences.
sport; competitive sport; role; role expectation; role perception; socialization; comparative analysis
sport; sport de compétition; rôle; attente de rôle; perception de rôle; socialisation; analyse comparative

The purpose of the project is to highlight: how people become socialized to different sport roles; what factors and persons influence the forming of sport roles; what periods in the life cycle are particularly important for sport role socialization, why some individuals become exceptional athletes.

Sample: Two ramdom samples representative respectively of adults aged 26 to 35 and adolescents about 16 years of age in Oslo, each sample consisting of 250 males and females. Three samples of about 50 exceptional athletes in track and field events, cross country skiing and soccer were also included.

Methods: Data were collected by means of individual interviews (adults), inverviews on a group basis (adolescents), and mailed questionnaires (exceptional athletes).

The project is the Norwegian part of an international project coordinated by Kenyon, University of Waterloo, Canada.

Publ: Stensaasen, S., Olsen, E. & Kristoffersen, K.: *Idrett-individ-samfunn. Rapport nr. 1 om prosjekter.* Idrettspedagogiske problem, no. 13, Norges idrettshøgskole, Oslo, 1974. 31p.
Stensaasen, S.: *Socialization to sport roles.* Norges idrettshøgskole, Oslo, 1976. 60 p.

66 Trafikkopplaeringa i grunnskolen. (Road safety education in primary and lower secondary schools.)
NO O 1974-1977
Arnestad, Aashild Bjerke.
Inst: Levanger Laererskole (Levanger Teachers College) N-7600 Levanger.
Fin: Ministry of Transport; Ministry of Church and Education.
road safety; teacher education; teaching method; attitude; primary school; secondary school; questionnaire; survey
sécurité routière; formation des enseignants; méthode pédagogique; attitude; école primaire; école secondaire; questionnaire; enquête

The aims of the project are: (1) to describe and analyse road safety education in primary and secondary schools with a view to content and teaching methods in connection with background variables such as teachers' education, resources of the school and the traffic density in the area; (2) to describe and analyse the pupil's understanding of and attitudes towards traffic regulations.

Sample and methods: Questionnaires to pupils in 3rd, 6th and 9th grades – in all to 96 schools and 144 classes. Questionnaires to the teachers of these pupils and to an equal number of teachers of the same grades. Short questionnaires to headmasters and to municipal officers.

Prosjekt fritid og idrett blant barn og ungdom. (Project on leisure and sport among children and young people.) .... **see no. 71**

Skiprosjektet, fysisk utvikling – samarbeid skole-hjem. (The Ski Project, Physical Development – school-home co-operation.) .... **see no. 100**

12900 MEDICINE. ENGINEERING. AGRICULTURE. COMMERCE – MEDECINE. INGENIERIE. AGRICULTURE. COMMERCE – MEDIZIN. INGENIEURWESEN. LANDWIRTSCHAFT. HANDEL

67 Analyse av opplaeringsbehov hos ledere i statsforvaltningen. (Analysis of the civil service managers' need for management education.)
NO C 1973-1975
Myhrvold, Arne.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-OSLO 3, Norway.
University of Oslo, Blindern, N-OSLO 3, Norway.
management education; vocational training; in-service training; recurrent education; administrative personnel; public administration; civil service; educational need; demand for education
formation à la gestion; formation professionnelle; formation en cours d'emploi; éducation récurrente; personnel administratif; administration publique; fonction publique; besoin d'éducation; demande d'éducation

Background and aims were to analyse the leaders' need for leadership development, and to find out in which areas of work the managers felt the greatest need for education. As a secondary problem it was of interest to study the connection between need for education and some specified variables such as the management level, age, education, previous experience, size of department, most important areas of work, previous management-education and time available for education.

Methods: The research was carried out with a questionnaire and interviews.

Sample All 469 managers within the Civil Services took part. 295 (62.9%) answered the questionnaire.

Most of the managers expressed little need for education. They felt the strongest need in areas like methods, strategic choice, and budgetting. They also rated highly the wish to have better self-insight. The need for education seemed to increase with age. Lawyers felt less need for education than managers with other educational background. Managers with earlier management education felt a strong need for more education.

Publ: Myhrvold, Arne: *Analyse av opplaeringsbehov hos ledere i statsforvaltningen.* Pedagogisk forskningsinstitutt, Oslo, 1975. 184 p. ISBN 82-569-4124-3.

NTH-prosjektet. Undersøkelser over ingeniørutdannelsen. (The NTH-project: A study of the Civil Engineering Education at The Technical University of Norway.) .... **see no. 24**

Evaluering av kurs for ledere av mindre bedrifter. (Evaluating a course for managers of small businesses.) .... **see no. 33**

Opplaeringsfunksjoner i industrien. (Training and development functions in the main parts of Norwegian industry.) .... **see no. 35**

Utvikling av laereplan for pedagogisk utdanning av opplaeringsfolk i mindre og mellomstore enheter. (Curriculum development for pedagogical education of training personnel working in small and middle-sized units.) .... **see no. 37**

Utvikling og utprøving av laeremidler i den videregående skoles maskin- og mekanikerfag. (Development and testing of teaching aids in vocational school courses for mechanics and machinists.) .... **see no. 38**

Forsøk med EDB-undervisning i gymnaset med minidatamaskin. (Computer education in upper secondary schools with use of minicomputer.) .... **see no. 51**

13000 TEACHING METHOD – METHODE PEDAGOGIQUE – UNTERRICHTSMETHODE

13100 TEACHING. TRAINING – ENSEIGNEMENT. FORMATION – UNTERRICHT. AUSBILDUNG

68 Forandring ved selvsyn. (Educational innovation as result of a local initiative.)
NO O 1976-1978
Eikeland, Agnar; Haastein, Hallvard.
Inst: Pedagogisk senter (Teacher's centre), Sem rådhus, N-3100 Tønsberg, Norway.
Sem Kommune, N-3100 Tønsberg, Norway.
Fin: Ministry of Church and Education.
innovation; reform of education; self-management; attitude; teacher behaviour; attitude change; action research
innovation; réforme de l'enseignement; autogestion; attitude; comportement de l'enseignant; changement d'attitude; recherche action

Aim:

An attempt to develop material which can be of help for a group of teachers to analyze the resources within their own school and thereby activate these in an innovation process.

Background:

In our daily contact with teachers we frequently observe:

1. An increasingly tiredness towards demands from outside the school for changes in the work in school.
2. Teachers seem more motivated for changes when they are the result of a local initiative.
3. We think that teachers who already have carried out certain changes with some success will more easily go on with other attempts for changes – even when these are coming from institutions outside the school.

Et konkret undervisningsopplegg i faget pedagogisk teori og praksis Gjennomføring av dette ved Eik laererskole. (A specific teaching project in educational theory and practice.) .... **see no. 76**

Undervisning og laererfunksjoner. Øvingslaerere i laererskolen og deres vurdering av laererfunksjoner. (Teaching and teacher functions. Teacher functions as regarded by practice supervisors in colleges of education.) .... **see no. 81**

Et sett av eksperimentelle undersøkelser av laering/undervisning m.m. hvorav de fleste har til hensikt å belyse en pedagogisk rettet, teoretisk modell av laerende personer på ulike utviklingsnivå. (A series of experimental investigations into the relationship between learning and teaching, most of which aim at validating an educationally applicable, theoretical model of learning for persons at different levels of development.) .... **see no. 83**

Pedagogiske fortolkninger om Piagets teori om mental utvikling. (Pedagogical interpretations of Piaget's theory of mental development.) . . . . **see no. 89**

Verknaden av ulike undervisningsprinsipp på barns kopieringsprestasjonar. (The effects of different principles of instruction in children's copying performances.) . . . . . **see no. 90**

Åpen skole – blinkskudd eller bomskudd? (Open school – a success or a failure?) . . . . **see no. 115**

13200 MICROTEACHING. TEAM TEACHING – MICROENSEIGNEMENT. ENSEIGNEMENT EN EQUIPE – MICROTEACHING. TEAM TEACHING

Skoleklinikk: Forsøk i Oslo 1968-73 med alternativt opplegg for støtteundervisninga for 1-3 klasse. (School clinics: Research in Oslo 1968-73 on alternative forms of remedial education.) . . . . **see no. 26**

13300 DIRECTIVE. NON-DIRECTIVE. GROUP LEARNING – DIRECTIF. NON-DIRECTIF. PEDAGOGIE DE GROUPE – DIRECTIV. NICHTDIRECTIV. GRUPPENPAEDAGOGIK

Registrering av førskolebarns frie lek i forskjellige lekområder. (Study of pre-school children at play in various play settings.) . . . . **see no. 15**

Utdanning og yrke til lærerkandidatene fra 1965. (Education and occupation of graduates from colleges of education 1965.) . . . . **see no. 75**

13400 CLASSWORK – TRAVAIL DE CLASSE – ARBEIT IN DER KLASSE

Produksjon og systematisk utprøving av forsøksøvinger innenfor norsk grammatikk og idiomatikk med henblikk på norskundervisning for innvandrere. (Production and testing of exercises in Norwegian grammar and idiom for the teaching of Norwegian language to immigrants.) . . . . **see no. 5**

Verknaden av ulike undervisningsprinsipp på barns kopieringsprestasjonar. (The effects of different principles of instruction in children's copying performances.) . . . . . **see no. 90**

14000 TEACHING AIDS – MOYENS D'ENSEIGNEMENT – LEHRMITTEL

14100 MASS MEDIA – MOYENS D'INFORMATION – MASSENMEDIEN

69 Læremiddelinnsatser som styrking av skolens arbeidsmiljø. (Teaching aids as strengthening of the work environment in school.)
NO C 1975-1976
Dahl, Asle Gire.
Inst: Bergen pedagogiske høgskole, Bergen Teachers College, Landåssvingen 15, N-5030 Landås, Norway.
Fin: Ministry of Church and Education.
teaching aids; resource centre; cataloguing; working conditions; resource allocation; local finance
moyens d'enseignement; centre de materiel didactique; catalogage; conditions de travail; affectation des resources; finances locales

The aim of the project was to survey the economical dispositions taken by municipalities and schools when they are purchasing and using instructional materials and teaching aids. A second aim was to find methods for resource allocation to give a work environment where teaching aids may function well in the school.

A hypothesis was that the purchase and use of teaching aids were badly organized and that the use of resources was not as good as possible.

Questionnaires and personal interviews with headmasters, school librarians, leaders of resource centres and students with specialized education in evaluation and use of teaching aids gave support to the hypothesis.

The project has shown a serious lack of organisation of the schools' material resources. Especially there is a need of cataloguing systems and guidance services for the use of teaching aids. There were found great differences between the schools in the quality of resource services, differences varying with the economic conditions in the municipalities. The differences tend to increase, and they will be a difficult problem if not investments in functional resource centres are made in the near future.

Publ: Dahl, Asle Gire & al.: *Læremiddelinnsatser i skolens arbeidsmiljø.* Bergen pedagogiske høgskole, Bergen, 1976. 48 p.

Elaboration of new texts/dialogues to accompany a series of films (cartoons) for use in the teaching of French at University level. . . . . **see no. 47**

Utvikle et undervisningsopplegg i engelsk for tredje klasse. (Development of teaching material in English for the third grade.) . . . . **see no. 50**

14200 BOOK. PERIODICAL – LIVRE. PERIODIQUE – BUCH. PERIODIKUM

Analyse av lærebøker i samfunnsfagene historie, samfunnskunnskap og geografi i grunnskolen sett i lys av målsettingens påbud om oppdragelse til bestemte politisk viktige holdninger. (An analysis of textbooks in the social sciences (history, geography and civics) in primary school, according to the objectives of political education and attitudes.) . . . . **see no. 57**

14300 REALIA. MICROSCOPE. TOY – OBJETS DE DEMONSTRATION. MICROSCOPE. JOUET – ANSCHAUUNGSMATERIALIEN. MIKROSKOP. SPIELZEUG

Registrering av førskolebarns frie lek i forskjellige lekområder. (Study of pre-school children at play in various play settings.) . . . . **see no. 15**

14400 AUDIOVISUAL AID – MOYEN AUDIOVISUEL – AUDIOVISUELLES LEHRMITTEL

Utprøving og framstilling av undervisningsmidler til bruk i vevundervisningen. (Research and development in respect of equipment and resources for instruction in weaving.) . . . . **see no. 61**

14500 RADIO. CINEMA. TELEVISION – RADIO. CINEMA. TELEVISION – HOERFUNK. KINO. FERNSEHEN

Utprøving og framstilling av undervisningsmidler til bruk i vevundervisningen. (Research and development in respect of equipment and resources for instruction in weaving.) . . . . **see no. 61**

14600 PROGRAMMED LEARNING – ENSEIGNEMENT PROGRAMME – PROGRAMMIERTER UNTERRICHT

70 Bruk av språklaboratorium i vidaregåande skular. (The use of language laboratories in upper secondary schools.)
NO C 1974-1975
Grepstad, Jon.
Sup: Waage, Jan Fr.; Kvamme, Claus.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensøns vei 38, Boks 38, Linderud, N-Oslo 5, Norway.
Fin: The Norwegian Research Council for Science and the Humanities.
secondary school; upper secondary; language laboratory; teaching aids; language teaching; foreign language; survey; questionnaire
école secondaire; secondaire deuxieme cycle; laboratoire de langues; moyens d'enseignement; enseignement des langues; langue étrangère; enquête; questionnaire

Background and aims were to study:

A. To what extent language laboratories are used in upper secondary schools in Norway,

B. How the laboratories are used,

C. Teachers' and students' view of learning effect and learning/teaching situation,

D. Difficulties in the use of language laboratories.

Sample, methods: Questionnaire data from the foreign language teachers at 10 upper secondary schools and from a sample of 250 students at 4 different schools.

On an average the language laboratories are used nearly 24 periods a week. Most teachers and students consider the language lab to be an efficient aid and hold a mainly positive view of the learning/teaching situation. The language lab. is especially used for listening comprehension and phonetic training, less for pattern drills, summaries and free production. The difficulties mentioned most often by the teachers are lack of adequate teaching materials, inadequate training in the methodology of language lab instruction, and technical failure of the head phones.

Publ: Forsøksrådet for skoleverket: Bruk av språklaboratorium i vidaregåande skular. Ei spørjeskjemagransking på skular med allmenn studieretning. *Informasjon om forsøksarbeid nr. 55.* Forsøksrådet for skoleverket, Oslo, 1975 167 p.

Utvikling og utprøving av læremidler i den videregående skoles maskin- og mekanikerfag. (Development and testing of teaching aids in vocational school courses for mechanics and machinists.) .... **see no. 38**

Miljølæreprosjektet. (Environmental education in primary school (1-6): a curriculum development project.) ..... **see no. 54**

15000 STUDENTS' WORK – TRAVAIL DES ELEVES – SCHUELER-STUDENTENARBEIT

15100 STUDY METHOD – METHODE DE TRAVAIL – ARBEITSTECHNIK

Studiemål og studiegang. (Study aims and study progress.) .... **see no. 27**

15500 LEISURE – LOISIR – FREIZEIT

71 Prosjekt fritid og idrett blant barn og ungdom. (Project on leisure and sport among children and young people.)

NO O 1974-1978
Stensaasen, Svein; Storvand, Asgeir.
Inst: Norges idrettshøgskole (Norwegian College of Physical Education and Sport) Sognsveien 220, N-Oslo 8.
Fin: Council for Scientific Sport Research in the Norwegian Confederation of Sport.

leisure; open-air activities; sport; physical education; youth; child; sex difference; social class; socio-economic status; achievement; follow-up study

loisir; activités de plein air; sport; éducation physique; jeunesse; enfant; différence de sexe; classe sociale; status socio-économique; rendement; étude longitudinale

The purpose of the project is to highlight: (1) the leisure and sport activities boys and girls from about the age of 10 to about the age of 18 participate in; (2) the characteristic changes which take place in leisure and sport interests during this period, and (3) the factors that contribute to such changes.

Design: An overlapping, longitudinal design is applied in which samples of students from each of grade levels 4, 6 and 8 are followed for four successive years.

Sample: A random sampling technique was applied to obtain a 10% sample consisting of about 20 classes at each grade level representative of each of the four regional parts into which the school authorities of Oslo have divided the municipality of Oslo.

Preliminary results: Empirical results from the data gathered in autumn 1974 and in spring 1975 show that more boys than girls are involved in sport, and that degree of involvement in sport is positively correlated with social class background.

Publ: Stensaasen, S (1976) *Prosjekt fritid og idrett. 1. Barn og ungdoms fritids- og idrettsaktiviteter.* With an English summary. Idrettspedagogiske problem. No. 16. Norges Idrettshøgskole. Oslo 77p

Stensaasen, S (1976) *Leisure and sport among youngsters. Glimpses from a Nordic project.* Idrettspedagogiske problem No. 17. Norges Idrettshøgskole. Oslo, 12p.

Stensaasen, S (1976) *Sport involvement of Norwegian youngsters related to sex, age, social class, cleverness at and satisfaction with school.* – Paper presented at Physical Activity Sciences, Quebec, Canada, July 11-16 1976 Idrettspedagogiske problem nr. 18, Norges Idrettshøgskole, Oslo, 12p.

Sosial bakgrunn og studiemotivasjon hos deltakere på voksenopplæringstilbud i Gjøvik Kommune. (Adult education in Gjøvik. Social background and motivation of participants in adult education in the municipality of Gjøvik.) .... **see no. 36**

16000 TEACHING PROFESSION – PROFESSION D'ENSEIGNANT – LEHRBERUF

16100 OCCUPATIONAL RESEARCH. PROFESSIONAL STATUS – RECHERCHE SUR LA PROFESSION. STATUT PROFESSIONEL – BERUFSFORSCHUNG. BERUFLICHER STATUS

72 The changing tasks of the teacher – a case study.

NO C 1976
Brock-Utne, Birgit.
Inst: Kirke- og undervisningsdepartementet (The Ministry of Church and Education), Akersgt. 42, N-OSLO - DEP, Norway.
OECD, 2, Rue André-Pascal, 75775 Paris Cedex 16, France.
Fin: OECD.

teaching profession; occupational environment; working conditions; reform of education; teacher education; qualitative analysis; interview; case study

profession d'enseignant; milieu professionnel; conditions de travail; réforme de l'enseignement; formation des enseignants; analyse qualitative; entretien; étude de cas

Background and aims:

The aim is – through a case-study – to show how the tasks of the teacher have changed during the last years, how do the teachers spend their time? What consequences should the changing tasks of teachers have for teacher training?

Design, hypothesis:

The analysis is based on qualitative data, on talks with the teachers, on observations and on written material from the staff meetings and talks given by the teachers and the administration.

Publ: Brock-Utne, Birgit (1976): *The changing tasks of the teacher – a case study* Oslo, 36p mimeogr.

73 Kjønnsmessige og sosiale forskjeller i studiegjennomføring og yrkeskarriere. (Sex differences and social differences in academic studies and professional careers.)

NO O 1976-1978
Ivås, Anne Marie.
Sup: Kobberstad, Tor.
Inst: NAVF (Institute for Studies in Research and Higher Education) Wergelandsveien 15, N-Oslo 1, Norway.
The Norwegian Research Council for Science and the Humanities, Munthesgt. 29, N-Oslo 2, Norway.
Fin: Ministry of Church and Education.

Student; socio-economic status; sex difference; higher education; achievement; profession; occupational success; occupational choice

Étudiant; statut socio-économique; différence de sexe; enseignement supérieur; rendement; profession; réussite professionnelle; choix d'une profession

The aims of the project are: (a) to analyze the relationship between students' socio-economic background, sex, grades at secondary school and their academic studies, and examine whether there are any changes in this relationship during a period of 20 years; (b) to analyze the relationship between students' socio-economic background, sex, university examination grades and their professional careers; (c) to analyze the careers of students who finished secondary school but who did not enter higher education.

This inquiry is based on a sample of students who finished secondary school (gymnasium) in the years 1964, 1951, 1958 and 1963, a total of about 9,000 students. In part (a) the information needed will be taken from official registers. In parts (b) and (c) questionnaires will be used to get the information needed.

74 Undersøkelse om lærernes arbeidssituasjon i grunnskolen. (Survey of the teachers' work climate in the compulsory school.)

NO C 1974-1975
Vestre, Svein Egil.
Inst: Norsk Lærerlag, The Norwegian Teachers Association, Rosenkrantzgt. 15, N-Oslo 1, Norway.
Fin: The Norwegian Teachers Association.

teaching profession; occupational environment; working conditions; occupational choice; occupational satisfaction; reform of education; teacher behaviour

profession e'enseignant; milieu professionnel; conditions de travail; choix d'une profession; satisfaction professionnnelle; reforme de l'enseignement; comportement de l'enseignant

The aims were (a) to gather a representative body of data about the teachers' attitudes to school reform and other aspects of their work climate, and (b) to gather survey-data which can be useful for a more thorough analysis of the role of the teacher and his working situation.

A mailed questionnaire to a random sample of 1332 teachers in primary school. 84% returned adequately completed questionnaires.

The majority (89%) is content with their work climate. However, 27% report that they are depressed or mentally worn out and 20% are regretting they chose a career as teachers. The main factors affecting the teachers' work climate is the pupils motivation for schooling and their conduct or lack of discipline, the teacher-parent relation, class-ratio, school-size, practical conditions for acting up to the aims and objects of the school in the best possible way. Support is given to the hypothesis that there is correlation between many different factors in the school (equipment etc.), the school surroundings, the teacher attitude and motivation for his job – and his sense of well-being.

Publ: Vestre, Svein Egil: Lærer i 70-årenes skole. En undersøkelse om lærernes arbeidssituasjon i grunnskolen. *Vår skole*, vol. 62, 1976, nr. 1/2. 179 p.

75 Utdanning og yrke til lærerkandidatene fra 1965. (Education and occupation of graduates from colleges of education 1965.)
NO C 1972-1976
Jeber, Arild; Møglestue, Idar; Nossum, Annfinn; Strømnes, Åsmund; Sunnanå, Sigmund.
Inst: Statistisk sentralbyrå, Central Bureau of Statistics, Dronningens gt. 16, N-OSLO 1, Norway.
Fin: Ministry of Church and Education.
planning of education; economics of education; teacher education; demand for teachers; supply of teachers; occupational prognosis; occupational choice; occupational mobility
planification de l'éducation; économie de l'éducation; formation des enseignants; besoin d'enseignants; offre d'enseignants; pronostic de carrière; choix d'une profession; mobilité professionnelle

The aims was to survey the educational and occupational conditions of a class of teachers for the elementary school, those who graduated from ordinary teachers' training colleges in 1965.

The survey is based on information collected in the autumn 1973 from 1889 teacher graduates. Totally 2126 persons graduated in 1965.

Three fifths of the graduates from the colleges in 1965 were women. Almost the same majority of women could be found in the years immediately preceding, and in the years after. Females were younger than male teachers. Three fifths of the 1965 graduates had completed continuing education. One half of these had one-year continuing education for teachers, the other half had two-year supplements. A little more than one quarter of the continuing education was within the field of languages. Next came education from teaching handicapped children. Continuing education in science was comparatively rare, especially among female teachers. The percentage of males with continuing education was twice that of females. This difference seems to be related to care of children.

Four out of five teacher graduates had pedagogical work, while 4 per cent were in other occupations, and 17 per cent had no occupation. The occupational activity was higher among male than among female teachers. Almost one fourth of the female graduates were without occupation; among males only one out of fifteen was economically inactive at the time of the survey.

The survey also shows that the female teacher graduate from 1965 had part-time work quite often. Nearly one third of the females in pedagogical work in 1973 were part-time employed in the school system. When female teachers have a less close connection to occupational life, this too is a condition tied up with women's role as to care for children. Thus, the survey shows that childless female teachers were in pedagogical work just as frequently as male teachers.

Publ: Møglestue, Idar & Jeber, Arild: *Utdanning og yrke til lærerkandidatene fra 1965*. Statistisk sentralbyrå, Oslo, 1976. 54p. ISBN 82-537-0611-1.

Miljø og naturvernundervisning i ungdomsskolen og i lærerutdanning. (A survey of environmental education in the lower secondary school and in teacher training.) ..... **see no. 53**

Filolog eller lærer – om utdanning av lektorer og lektorers vurdering av egen utdanning – en analyse og en intervjuundersøkelse. (Degree holder or teacher. The education of secondary school teachers and the teachers' evaluation of their own education – analysis and research based on interviews.) .... **see no. 78**

16200 RECRUITMENT. QUALIFICATION. PERSONNEL MANAGEMENT – RECRUTEMENT. QUALIFICATION. GESTION DU PERSONNEL – ANWERBUNG. QUALIFIKATION. PERSONALVERWALTUNG

76 Et konkret undervisningsopplegg i faget pedagogisk teori og praksis Gjennomføring av dette ved Eik lærerskole. (A specific teaching project in educational theory and practice.)
NO O 1975-1978
Melfald, Erik.
Inst: Eik lærerskole (Eik College of Education), N-3109 Lofts-Eik, Norway.
Fin: Ministry of Church and Education.
teacher education; reform of education; integrated curriculum; teaching practice; teaching method; theory of education; principles of education; didactics
formation des enseignants; réforme de l'enseignement; programme d'études integré; pratique pédagogique; methode pédagogique; théorie de l'éducation; principes d'éducation; didactique

Background and aims:

A new plan for Education claims integration of theory and practice. The aim is to try out a project where such integration plays the major role.

Design, hypothesis:

The academic year 1975/76 has been used for planning. Implementation of the plan will take place in 1976/77. The project will be evaluated continually, and with a final report in 1978.

77 Etterundersøkelse av lærere som har tatt desentralisert videreutdanning i spesialpedagogikk i Norge med særlig vekt på utdanningens relevans i forhold til integreringstanken. (A follow-up study concerning decentralized teacher-training programs in special education in Norway to study their relevans to the idea of integrating handicapped children in the local society.)
NO O 1976-1977
Dalen, Monica.
Inst: Statens spesiallærerskole (The Norwegian Postgraduate Teacher Training Center of Special Education), Granåsen 4, N-1347 Hosle, Norway.
Fin: Ministry of Church and Education.
teacher education; further education of teachers; special school teacher; special education; occupational mobility; decentralization; survey; follow-up study
formation des einseignants; perfectionnement des enseignants; éducateur spécialisé; enseignement spécial; mobilité professionnelle; décentralisation; enquête; étude longitudinale

Background and aims:

During the last ten years there have been arranged a number of decentralized teacher-training programs in special education all over Norway.

At the same time the communities and counties are rapidly developing educational options for the disadvantaged. This was earlier taken care of by the Central Authorities.

This follow-up study will be concentrated on the following aims:

1. How many of the teachers taken decentralized training programs in special education remain in the local community or county where they got their training program?
2. Which group of teachers choose this kind of special-teacher-training?
3. Are decentralized teacher-training programs relevant in order to meet the daily practical problems in special education and the process of integration of handicapped children in the local society?

Methods: Survey study

Sample: One third (600) of the teachers who have taken decentralized teacher-training programs in special education 1970-75 in different parts of Norway.

78 Filolog eller laerer – om utdanning av lektorer og lektorers vurdering av egen utdanning – en analyse og en intervjuundersøkelse. (Degree holder or teacher. The education of secondary school teachers and the teachers' evaluation of their own education – analysis and research based on interviews.)
NO C 1974-1976
Jordell, Karl Øyvind.
Sup: Waage, Jan Fredrik; Handal, Gunnar.
Inst: Forsøksrådet for skoleverket (National Council for Innovation in Education) Box 38, Linderud, N-Oslo 5.
Fin: National Council for Innovation in Education.
reform of education; teaching profession; teacher education; teacher behaviour; attitude; opinion; secondary school; university studies; curriculum subject; survey; interview
réforme de l'enseignement; profession d'enseignant; formation des enseignants; comportement de l'enseignant; attitude; opinion; école secondaire; études universitaires; matière d'enseignement; enquête; entretien

The reforms in the secondary education in Norway have had important implications for teacher education. The study was focused upon how teachers in secondary schools evaluated their education in relation to their work as teachers, and included teachers of Norwegian and history/social sciences.

Sample and methods: On the basis of literature studies possible conflicts arising from the fact that university studies are (academic) subject-oriented or oriented towards educational functions were discussed. On the basis of content analysis, the content of the academic studies was compared with that of school subjects. Recent debate on teacher education for secondary schools was reported. 147 teachers in the two subjects were interviewed.

Results: University studies were found to be more subject-oriented than oriented towards the students' educational functions in future. In debates on teacher education, teacher organizations tended to be in favour of a subject-oriented education. About 2/3 of the teachers interviewed held the same views, but many teachers would also like the studies to correspond better to the demands they meet in future jobs.

Publ: Jordell, Karl Øyvind (1975): *Utdanning av lektorer og lektorenes oppgaver i skolen. En intervjuundersøkelse blant norsklektorer*. Forsøksrådet for skoleverket, Oslo. 51p + app.
Jordell, Karl Øyvind (1976): *Filolog eller laerer. Om utdanning av lektorer og lektorens vurdering av sin utdanning – en analyse og en intervjuundersoekelse*. Forsøksrådet for skoleverket, Oslo. 292p. + app.

79 Laererdugelighetsprosjektet. (A study of teachers' effectiveness.)
NO C 1970-1975
Kleven, Thor Arnfinn; Strømnes, Åsmund L.; Gabrielsen, Egil; Tveit, Bjarne.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Box 1092, Blindern N-Oslo 3.
University of Oslo, Blindern, N-Oslo 3.
Fin: The National Council for Innovation in Education. The Norwegian Research Council for Science and the Humanities.
teacher education; teaching profession; teaching aptitude; teaching method; teaching technique; interaction; teaching aids; diagnosis; learning difficulty; measurement; questionnaire; observation
formation des enseignants; profession d'enseignant; aptitude à l'enseignement; méthode pédagogique; technique pédagogique; interaction; moyens d'enseignement; diagnostic; trouble de l'apprentissage; mesure; questionnaire; observation

The main aim was to analyze whether the ability to teach could be learned during adulthood, or whether such an ability was inborn or acquired through early experiences. On the basis of the first assumption, the aim was to look at factors in teacher education which helped students to learn to become good teachers. The project also aimed at constructing and evaluating teacher training programmes and parts of such programmes which could be a source of inspiration for teachers within the teacher training colleges.

Sample and methods: In the preliminary phase 230 students at teacher training colleges participated as research subjects in testing instruments constructed to measure variables concerning knowledge, perception and encoding. In the main phase 180 student teachers participated in three different programmes and were measured before and after. 140 answered an enquiry two years after having completed their teacher training.

Results: The training programmes had an evident short-term effect. Six factors constituting the main functions in professional teaching were found: planning; creating contact and interaction; mastering the strategies of instruction; knowledge of and experience in handling facilities and resources including the technical ones; diagnosis and evaluation of the child and its learning behaviour; knowledge of and ability to cope with the daily routines at school. The rather global teacher training programmes were not too successful in giving the students adequate experience in fulfilling these functions.

Publ: Strømnes, Å.L. & Kleven, T.A. *Eit ITV-opplegg i laerarudanninga*. Oslo: Pedagogisk Forskningsinstitutt, 1971. 29 p.
Strømnes, Å.L. *Laerarrekrutter under utdanning. Ein representativitetsanalyse*. Oslo: Pedagogisk Forskningsinstitutt, 1972. 72 p.
Kleven, T.A. *Laerarreaksjoner i kritiske klasseromssituasjoner*. Oslo: Pedagogisk Forskningsinstitutt, 1972. 190 p.
Strømnes, Å.L. *Øvingsopplaering i laerarskolane*. Oslo: Pedagogisk Forskningsinstitutt, 1973. 205 p.
Kleven, T.A. & Strømnes, Å.L. *Persepsjon i komplekse stimulussituasjoner*. Oslo: Pedagogisk Forskningsinstitutt, 1973. 37 p.
Gabrielsen, E., Kleven, T.A. & Strømnes, Å.L. *Logisk ordning av bodskap*. Oslo: Pedagogisk Forskningsinstitutt, 1973. 31 p.
Tveit, B., Oppegaard, O. & Strømnes, Å.L. *AV-kunnskap som ledd i laerarutdanninga*. Oslo: Pedagogisk Forskningsinstitutt, 1974. 44 p.

80 Laererutdanning og laereryrke. (Teacher training and the teaching profession.)
NO O 1976-1977
Møglestue, Idar; Jeber, Arild.
Inst: Statistisk Sentralbyrå (Central Bureau of Statistics) Dronningensgt. 16 Oslo Dep., N-Oslo 1.
Fin: Central Bureau of Statistics.
planning of education; economics of education; teacher education; demand for teachers; supply of teachers; occupational prognosis; college of education; statistical data; statistical analysis; census
planification de l'éducation; économie de l'éducation; formation des enseignants; besoin d'enseignants; offre d'enseignants; pronostic de carrière; école normale; données statistiques; analyse statistique; recensement

A certain number of trained teachers do not enter the teaching profession or they leave school after a few years. It is important to know the extent of this dropout, for example when estimating the need for expansion in the teacher training colleges. This research aims at showing the number and the background of the trained teachers who did not work as such in 1970.

Sample and methods: Every graduate from a teacher training college resident in Norway on 1st November 1970 (total 37,490). Stock studies based on frequency tables.

81 Undervisning og laererfunksjoner. Øvingslaerere i laererskolen og deres vurdering av laererfunksjoner. (Teaching and teacher functions. Teacher functions as regarded by practice supervisors in colleges of education.)
NO C 1973-1975
Hollekim, Inge.
Sup: Strømnes, Åsmund L..
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
teacher education; teaching profession; teaching aptitude; supervision; teaching practice; teaching method; teaching technique
formation des enseignants; profession d'enseignant; aptitude à l'ensignement; surveillance; pratique pédagogique; méthode pédagogique; tecnique pédagogique

The aims of the study was to answer the questions: What do supervisors emphasize in their supervision, and what differences regarding teacher effectiveness can be found in the various subgroups of supervisors?

Survey research with mailed questionnaires to the whole population of 459 full-time supervisors in Norwegian primary schools. 364 returned adequately completed questionnaires.

There tend to be great differences in the way supervisors emphasize the various aspects of teaching practice. Supervisors tend to have few common criteria as far as teacher effectiveness is concerned.

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particular gives few and low status work possibilities. The capacity for vocational education at college level is small. Such education leads to the most popular and relatively high status female semi-professions. Empirical support is given by the questionnaire to the assumption that girls choose traditionally female occupations and types of education. Aspirations are related to social background, but remarkably high aspirations are prevalent in all social classes. They cluster around female college level vocational education and semi-professions. Girls in general, but especially working-class girls, will face difficulties in trying to reach their educational and occupational goals.

124 Kartlegging av barnekultur og barnekulturelle fenomener. (Research on the culture of children and phenomenas connected with it.)
NO O 1970-
Norås, Thor Gunnar.
Inst: Kulturgruppene i Stavanger (The cultural groups in Stavanger), Box 4031 Tasta, N-4001 STAVANGER, Norway.
Fin: Ministry of Consumers Affairs and Government Administration.
cultural heritage; cultural change; cultural crisis; social structure; socio-cultural activities; socially handicapped; deprived; empirical research; field research; follow-up study
héritage culturel; changement culturel; crise culturel; structure sociale; activités socio-culturelles; handicapé social; defavorisé; recherche empirique; recherche sur le terrain; etude lingitudinale

The main purpose is to study how children's culture is transported, the passing of the border of cultural extinction, the growth of socioculturally deprived children as a result of social or cultural isolation. Due to several factors like mobility, changes in the structure of societies etc., children tend to be less able to connect themselves to the general cultural network, thus disabling themselves from using networks which could have provided resources needed to establish them as harmonious human beings.

The hypothesis is that exposed to the model-effect from hyper-active children, they will be motivated for and learning how to connect themselves to a cultural network.

From September to February approximately 70 children are gathered in a schoolbuilding to play on their own. In this process they form natural cultural patterns and make their own structures according to age, sex and need.

Though not empirically verified, there are strong indications that this method can break down barriers between children in kindergardens, children in "street and playground" and children in the first classes of primary school, giving them all an equal chance to learn network-technology, prevent injuries inflicted from social or cultural isolation, and give a smoother transference from situation to situation – preventing cultural shocks.

Publ: Norås, Thor G: *Jeg og kulturen min*. Stavanger 1973, 110p.
Norås, Thor G.: *Barnet i liv og lek. Barnekultur i en brytningstid*. Stavanger 1976, 127p.

125 Kjønn, utdanning og yrke (en undersøkelse i 9. klasse). (Sex, education and occupation (a survey in the 9th grade).)
NO C 1974-1976
Solberg, Anne Kristine.
Inst: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092, Blindern, N-Oslo 3.
University of Oslo, Blindern, N-Oslo 3.
Fin: Ministry of Church and Education.
adolescence; aspiration; occupational aspiration; sex difference; role; socio-economic status; sociology of education
adolescence; aspiration; aspirations professionnelles; différence de sexe; rôle; status socio-économique; sociologie de l'éducation

Aims: (1) To obtain information about educational and occupational plans of adolescents. (2) To obtain information about sex role norms of adolescents. (3) To relate educational and occupational plans to other characteristics of the adolescents. (4) To relate sex role norms to other characteristics of the adolescents.

Sample: 444 ninth grade pupils in Karmøy, a community in south-west Norway.

Methods: The ninth grade pupils answered questionnaires. Various types of quantitative analysis were used.

Results: Educational and occupational plans are strongly related to sex. The adolescents are not consistent in expressing sex role norms. Generally, they are more egalitarian about education and more traditional about work. Girls were more egalitarian than boys. Egalitarianism is related more to years of planned education than to social background for girls. The differences between groups of boys are small.

Publ: Solberg, Anne Kristine. *Kjønn, utdanning og yrke. En undersøkelse av utdannings-yrkesvalg- og kjønnsrolleoppfatninger i 9. klasse i Karmøy Kommune*. Oslo: Pedagogisk Forskningsinstitutt, 1976. 197p. + app.

Pedagogisk-psykologisk tjeneste ved Midt-Finnmark PPD-Kontor. En beskrivelse av tiltak etablert i lokalsamfunnet med sikte på å muliggjøre integrering av funksjonshemmede. (Educational and psychological services at the Midt-Finnmark PPD-Centre. Integration of handicapped pupils in ordinary schools.) .... see no. 3

En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.) .... see no. 4

Naermiljø-barnehage prosjektet. (The local environment/pre-school project.) .... see no. 13

Undervisning i fengsel. (Education in prison.) .... see no. 28

Yrkesopplaering i Norge i lys av reformer i den videregående skole. (Vocational training in Norway in the light of educational reforms in secondary schools.) .... see no. 30

Avbrudd og nøling blant kvinner som ønsker voksenopplaering. (Adult education: female dropouts and non-beginners.) .... see no. 31

Kvinner og voksenopplaering. En årsaksanalyse av hvorfor noen kvinner venter lang tid, og hvorfor noen venter kort tid før de realiserer et utdanningsønske i voksen alder. (Women and adult education: an analysis of the reasons why some women wait for a long time and some for a short time before they realize their wish in respect of adult education.) .... see no. 34

Sosial bakgrunn og studiemotivasjon hos deltakere på voksenopplaeringstilbud i Gjøvik Kommune. (Adult education in Gjøvik. Social background and motivation of participants in adult education in the municipality of Gjøvik.) .... see no. 36

Voksenopplaering – analyse. (Adult education.) ..... see no. 39

Voksenopplaering for hvem. (Adult education for whom?) .... see no. 40

Voksenopplaering hos tre årskull menn. (Adult education and training in three age cohorts of Norwegian men.) .... see no. 41

Utarbeidelse av undervisningsopplegg for tilegning av sosiale kunnskaper og ferdigheter. (Developing a Norwegian version of the Social Learning Curriculum.) .... see no. 58

Prosjekt fritid og idrett blant barn og ungdom. (Project on leisure and sport among children and young people.) .... see no. 71

Kjønnsmessige og sosiale forskjeller i studiegjennomføring og yrkeskarriere. (Sex differences and social differences in academic studies and professional careers.) .... see no. 73

Farsrollen. Farens rolle i familien og hans betydning for barnets personlighetsutvikling. (The role of the father in the family and his significance for the personality development of the child.) .... see no. 99

Konsekvenser ved inndragning av klasser. (Consequences of putting classes together.) .... see no. 111

Undersøkelse av en del rettslige spørsmål vedrørende opptak av elever/studenter ved offentlige undervisningsinstitusjoner. (Research concerning some legal aspects relating to the student access to state schools and universities.) .... see no. 113

Ung i Kautokeino. (Young people in Kautokeino.) .... see no. 130

Publ: Hollekim, Inge: *Undervisning og laererfunksjoner.* Pedagogisk forskningsinstitutt, Oslo, 1975. 172 p. ISBN 82-569-4142-1.

Det norske daginstitusjonspersonalets oppfatning av daginstitusjonenes funksjoner, deres arbeidssituasjon og yrkesutdanning. (The Norwegian daycare-institution-personnel views concerning the daycare-institutions differential functions, their own working situation, and types and levels of their professional education.) .... see no. 9

Utvikling av laereplan for pedagogisk utdanning av opplaeringsfolk i mindre og mellomstore enheter. (Curriculum development for pedagogical education of training personnel working in small and middle-sized units.) .... see no. 37

Utvikle tverrfaglig praktisk-etisk teamarbeid i laererutdanningen. (To develop integrated practical-aesthetical teamwork in teacher training programmes.) .... see no. 46

Lokalhistorie i skolen. (Local history at school.) ...... see no. 58

Utdanning og yrke til laererkandidatene fra 1965. (Education and occupation of graduates from colleges of education 1965.) .... see no. 75

16300 WORKING CONDITIONS. TRADE UNIONISM – CONDITIONS DE TRAVAIL. SYNDICALISME – ARBEITSBEDINGUNGEN. GEWERKSCHAFTSBEWEGUNG

Det norske daginstitusjonspersonalets oppfatning av daginstitusjonenes funksjoner, deres arbeidssituasjon og yrkesutdanning. (The Norwegian daycare-institution-personnel views concerning the daycare-institutions differential functions, their own working situation, and types and levels of their professional education.) .... see no. 9

Voksen-barn kommunikasjon i førskolen. (Adult-child communication in pre-school.) .... see no. 16

Forandring ved selvsyn. (Educational innovation as result of a local initiative.) .... see no. 66

Autonomiprosjektet. (The Autonomy Project.) ...... see no. 106

Sosio- og mentalhygieniske problem hjå unge i Vest-Norge, Vest-Danmark og Island. (Social behaviour and problems of youth in Norway, Denmark and Iceland. A comparative study.) .... see no. 129

17000 PSYCHOLOGY OF EDUCATION – PSYCHOLOGIE DE L'EDUCATION – PAEDAGOGISCHE PSYCHOLOGIE

17200 CHILD DEVELOPMENT. LEARNING – DEVELOPPEMENT DE L'ENFANT. ACQUISITION DE CONNAISSANCES – KINDESENTWICKLUNG. LERNEN

82 Borns 3-dimensjonale formingsutvikling 2 - 7 år. (Three-dimensional development in children 2 - 7 years old. A study in creative work (art and design area) in different constructive and plastic media.)

NO O 1975-1977
Trageton Arne.
Sup: Strømnes, Åsmund Lønning.
Inst: Stord laerarskule (Store College of Education), N 5414 Rommetveit, Norway.
Fin: Ministry of Consumers Affairs and Government Administration.
child development; space perception; artistic ability; creativity; creative activities; observation
développement de l'enfant; perception de l'espace; don artistique; créativité; activités créatrices; observation

Background and aims:

A. Theoretical.

A first attempt to collect data about the 3-dimensional creative development of children 2-7 years, compared with the more well-established knowledge about the stages in the 2-dimensional development of children (drawing).

B. Practical.

Using some of the research results in writing a textbook for student teachers, especially those students specialising on children 2 - 7 years.

Design, hypothesis:

Main hypothesis: The development of children's creative work 2 - 7 years, follow the same stages in 3-D (different media) as in their 2-D work. Developing classification systems and criteria for classification in different media.

Sample, methods: About 60 children

Observation, collecting data about children's 3-D work, represented by photographs and short verbal reports. Attempts of classification. Comparing 2-D and 3-D development in the same child.

83 Et sett av eksperimentelle undersøkelser av laering/undervisning m.m. hvorav de fleste har til hensikt å belyse en pedagogisk rettet, teoretisk modell av laerende personer på ulike utviklingsnivå. (A series of experimental investigations into the relationship between learning and teaching, most of which aim at validating an educationally applicable, theoretical model of learning for persons at different levels of development.)

NO O 1976-
Nyborg, Magne.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Postboks 1092, Blindern N-Oslo 3.
University of Oslo, Blindern N-Oslo 3.
Fin: The University Annuum.
learning; learning process; learning psychology; learning theory; concept formation; teaching method; transfer of learning; experimental research
acquisition de connaissances; apprentissage; psychologie de l'apprentissage; théorie de l'apprentissage; formation de concept; méthode pédagogique; transfert pédagogique; recherche expérimentale

Aims: To assess the validity of a theoretical model of learning (word associations, concept identification experiment). (2) To increase the effectiveness and adequateness of teaching/learning.

Design: Experimental transfer-of-learning investigations carried out by means of several methods and control groups, and most frequently by means of a specifically designed discrimination learning panel, intended to permit several categories of learning to be investigated.

Sample and methods: So far, graduate students of educational psychology have served as experimental subjects. Various kinds of sampling procedures and statistical methods will be used.

84 Musikalsk utvikling i småbarnsalderen. (Musical development at preschool age.)

NO O 1976-1978
Sæbstad, Per Ivar.
Inst: Barnevernsakademiet, Oslo (The Academy of early childhood education), Prof. Dahls gt. 26, N-Oslo 2, Norway.
Fin: Ministry of Consumers Affairs and Government Administration.
pre-school age; child development; musicality; singing; music education; artistic ability; family environment; observation; videorecording; follow-up study
age pré-scolaire; développement de l'enfant; musicalité; chant; éducation musicale; don artistique; milieu familial; observation; enregistrement sur magnetoscope; étude longitudinale

This is a longitudinal study carried out in a nursery school. The study is mainly concerned about spontaneous songs and other musical activities. The aim is

A) to study the develpment of these activities over a period of 1¹ ₂ years,

B) to relate musical development to other aspects of child development – especially language development

C) to relate spontaneous musical activities to other activities.

Sample: 7 children aged 2 at the beginning of the study.

Methods: 1) Videorecording, 5 x 30 min. (the whole group)

2) Individual observation. Each child is observed 14 x 5 min with simultaneous tape recordings.

3) Questionnaire/interview about musical environment in the home.

This method will be carried out 4 times with 6 months intervals. Analysis: Various kinds of quantitative analysis of recorded data.

Førskoleprosjektet. Førskoleklassenes pedagogiske funksjon sett i relasjon til barnas utvikling i grunnskolen. (The pre-school project. The educational function of the pre-school classes in relation to the children's development in elementary school.) .... see no. 11

Gruppesammensetning og sosial akseptering. (Group composition and social acceptance.) .... see no. 12

Evaluering av kurs for ledere av mindre bedrifter. (Evaluating a course for managers of small businesses.) .... see no. 33

Forsøk med musikk-klasser i Oslo grunnskole 1969-71. (Research connected with establishing seperate music classes in Oslo primary schools 1969-71.) .... see no. 60

Norske grunnskolelæreres røykevaner. (Smoking habits of Norwegian teachers in primary and lower secondary schools.) .... see no. 104

17300 PERCEPTION. MOTION. INTELLECTUAL DEVELOPMENT – PERCEPTION. MOUVEMENT. DEVELOPPEMENT INTELLECT – WAHRNEHMUNG. BEWEGUNG. INTELLEKTUELLE ENTWICKLUNG

85 Begrepsundervisning for imbesille. Et lite eksperiment og en teoretisk begrunnelse. (Concept teaching for imbeciles. An experimental and theoretical investigation.)
NO C 1972-1975
Såstad, Else-Marie.
Sup: Nyborg, Magne.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
mental retardation; learning difficulty; intellectual development; concept formation; abstraction; learning process; transfer of learning; experimental research
retard intellectuel; trouble de l'apprentissage; développement intellectuel; formation de concept; abstraction; apprentissage; transfert pédagogique; recherche expérimentale

The investigation consists of a teaching programme containing eight fundamental concepts, a diagnostical concept test, and a simple flexibility/mobility test. Special attention was given to imbeciles' problems in using language in a mediating and flexible way. The children were taught verbal labels expressing the similarity on which the conceptual classification is built. The teaching programme was structured around the three subprocesses in concept learing: identification, differentiation, and generalization.

A pretest- posttest design was used. The pupils were used as their own controls.

Eight imbecile children (age 8 to 14½ year, IQ M=42.1p.) from two schoolgroups were taught for three months. Because of the size of the group, the investigation is considered a pilot study.

All the children learned the eight concepts. Their general speech improved considerably, both grammatically and in sentence length. After training (but not before) all the pupils verbally answered correctly questions about their motor choice reaction. Their flexibility in shifting coding system and coding reaction improved with training. The learning rate showed great acceleration and the transfer of learning to new concepts was very good.

Publ: Såstad, Else-Marie: *Begrepsundervisning for imbesille. Et lite eksperiment og en teoretisk begrunnelse*. Pedagogisk forskningsinstitutt, Oslo, 1975, 295 p. ISBN 82-569-4133-2.

86 Endringer i intellektuelle prøveprestasjoner blant 19-årige menn 1956 - 1968. (Schooling and measured abilities of 19-year-old Norwegian men 1956 - 1968.)
NO O 1970-1977
Thrane, Vidkunn Coucheron.
Inst: Institutt for anvendt sosialvitenskapelig forskning (Institute of Applied Social Research), Box 1100, Blindern, N-Oslo 3, Norway.
Fin: Norwegian Research Council for Science and the Humanities.
intelligence test; intelligence measurement; adolescence; intellectual development; system of education; compulsory education; secondary education
test d'intelligence; mesure d'intelligence; adolescence; développement intellectuel; système d'enseignement; enseignement obligatoire; enseignement secondaire

Background and aims:

As a supplement to longitudinal studies on development of intellectual functions (see reference), involving methodological problems concerning measurement and analysis of change, the covariation of ability measures and amount of schooling among comparable cohorts of 19-year-old men is investigated over a 12-year period with rapidly increasing secondary schooling.

Design, hypothesis:

Comparison of five cohorts (1956, -59, -61, -65 and -68), ranging in size from 16 to 28 thousand and tested with the same ability measures as in the longitudinal studies.

Preliminary results:

The measures of ability as well as schooling increased markedly for the cohorts during the 12-year period, and there appears to be correspondence in the rate of change for the two types of measure.

Publ: Adolescent changes in ability in relation to schooling. Preliminary report. In: L.J. Cronbach and P.J.D. Drenth (eds), *Mental tests and cultural adaptation*, pp. 305 - 307. The Hague and Paris: Mouton, 1972.

87 Faktorer i språkpersepsjonen. (Factors in language perception.)
NO O 1976-
Bø, Ole.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Boks 1092, Blindern N-Oslo 3.
University of Oslo Blindern, N-Oslo 3.
Fin: The Norwegian Research Council for Science and the Humanities.
perception; perceptual handicap; speech defect; reading; spelling; factor analysis; test
perception; handicap sensoriel; trouble de la parole; lecture; orthographe; analyse factorielle; test

Aims: Construction of a test battery for differential diagnosis of deviate language perception.

Design: From a hypothetical model of variables in language perception are selected eight variables. A test is constructed for each variable. The variables are related to general language perception and to reading and orthography, and a simple factor structure is sought.

Sample: Children in 2nd grade of elementary school in Oslo.

Methods: Multiple regression and factor analysis.

88 Moderat (intellektuelt) utviklingsretarderte barns utvikling under et læringspsykologisk begrunnet, systematisk begreps-og språklæringsprogram. Langtidig felt-eksperiment i naturlige 'klasseroms-situasjoner'. (The long-term development of moderately mentally retarded children when given a concept and language training programme, based on detailed and theoretical models of learning. Long-term field experiment in 'natural classroom settings'.)
NO O 1973-1976
Nyborg, Magne; Lyngstad, Turid.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Postboks 1092, Blindern N-Oslo 3.
University of Oslo, Blindern N-Oslo 3.
Fin: The Norwegian Research Council for Science and the Humanities.
mental retardation; learning difficulty; intellectual development; concept formation; concept; abstraction; learning process; experimental research; field research
retard intellectuel; trouble de l'apprentissage; développement intellectuel; formation de concept; concept; abstraction; apprentissage; recherche expérimentale; recherche sur le terrain.

Background: 1) Theoretical studies of mental retardation. 2) Studies of theories of concept learning and other categories of human learning. (3) Four laboratory concept learning and transfer experiments, and one short-term field experiment, all of which are performed with moderately mentally retarded children. (4) An analysis of 'Learning, concept learning and concept teaching' (unpublished manuscript), which has served as a theoretical base for the teaching program.

Aim: To develop by means of a long-term field experiment in 'natural classroom settings' a concept and language training programme for moderately mentally retarded children.

Design: Experimental. Post-test only. Two control groups.

Hypothesis: The combined verbal and conceptual training should reduce the detrimental effects of distractibility, and rigidity of analysis, which frequently have been found to prevent the learning of concepts, conceptual systems and of principles/rules in mentally retarded children. The training should, in short, accelerate the development of many psychological functions.

Sample and methods: A totally random sampling of experimental and control group subjects is impossible in this case, but this has been the ideal aimed at. This impossibility, however, will put restrictions upon the statistical methods to be used.

Preliminary results: Observation performed after first and second years clearly supports the main hypothesis. Observation after the third and final year is still going on.

Publ: Nyborg, Magne. Noen teoretiske synspunkter på mental retardasion. Oslo, 1969 219 p.

Nyborg, Magne. Begrepslaering, Analyse av definisioner. delprosesser og teorier. Oslo, 1970. 318p.

Nyborg, Magne. The effect of possessing verbal 'analyzers' upon concept learning in mentally retarded children. Oslo, 1971. 262p.

89 Pedagogiske fortolkninger om Piagets teori om mental utvikling. (Pedagogical interpretations of Piaget's theory of mental development.)

NO C 1974-1975

Solstad, Bernt Erik.

Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-OSLO 3, Norway.

University of Oslo, Blindern, N-OSLO 3, Norway.

child development; cognitive development; intellectual development; primary education; teaching method; teaching technique

développement de l'enfant; développement cognitif; développement intellectuel; enseignement primaire; méthode pédagogique; technique pédagogique

Investigation of the possibility of using Piaget's theory of intelligence as a general basis for theory and practice in primary schools (including cognitive, emotive, motivational and social/moral aspects).

Comparison of Piaget's theory with general developmental theories and with theories about cognitive development (the role of language acquisition for thought development) with a view to application in primary school. Theoretical support is given to consider Piaget's theory of ontogenesis superior (compared to behaviouristic and neo-behaviouristic, Gestalt, psychoanalytic, and other cognitive approaches) with regard to the general psychological basis for theory and practice in primary schools, both from intellectual and from interpersonal and affective points of view.

Publ: Solstad, Bernt Erik: *Pedagogiske fortolkninger av Piagets teori om mental utvikling.* Pedagogisk forskningsinstitutt, Oslo, 1975, 133 p. ISBN 82-569-4129-4.

90 Verknaden av ulike undervisningsprinsipp på barns kopieringsprestasjonar. (The effects of different principles of instruction in children's copying performances.)

NO C 1970-1976

Søvik, Nils.

Inst: Pedagogisk institutt, The Department of Education University of Trondheim, N-7000 Trondheim, Norway, and The Behavioural Cybernetics Laboratory, University of Wisconsin.

University of Trondheim, Lade, N-7000 Trondheim, Norway.

Fin: The Norwegian Research Council for Science and the Humanities.

teaching method; demonstration; verbal learning; writing; drawing; visual perception; visual capacity; sensorimotor activity; motor ability; psychomotor development; experimental research; laboratory experiment

méthode pédagogique; démonstration; apprentissage verbal; écriture; dessin; perception visuelle; capacité visuelle; sensori-motricité; capacité motrice; développement psychomoteur; recherche expérimentale; expérience de laboratoire

During the last decades, problems concerning instruction and the relationship between instruction and learning have become urgent in educational research. A great many psychomotor skills are excellent research areas for testing direct effects of a teacher's instruction. This is the case with free copying performances. The reason why our interests were focused on this skill was due to its importance in relation to some educational subjects (handwriting, drawing, graphic figures in instructional materials). On account of this, there were reasons for studying experimentally the effects of a teacher's instruction in teaching the skill of copying.

Hypothesis: H 1: "Copying performances of young school children will improve by teacher instruction given as demonstration of the required motion pattern with related graphic production, and their copying performances will be further improved by a combination of such a demonstration and an adequate, verbal explanation of the copying task and the procedure of having it executed". H 2 "Copying performances of young school children, classified as good writers are expected to be of higher quality than the copying performances of those assessed as poor writers". H 3: "No interaction effects will occur between the two variables, teacher instruction and handwriting skill, as defined under the two hypotheses".

The lab. study was organized as a two-day design with 24 eight yrs old subjects.

The results of the experiment organized and conducted in order to test H 1-3 empirically, showed that instruction intended to give the learner the best cognitive and sensory information in relation to the copying tasks, processed performances with highest accuracy-scores (H 1). However, the copying performances of students assessed to produce good handwriting at school did not exceed the copying quality of the poor writers (H 2). No interaction effects were found between the two independent variables under investigation (H 3).

Barns 3-dimensjonale formingsutvikling 2 - 7 år. (Three-dimensional development in children 2 - 7 years old. A study in creative work (art and design area) in different constructive and plastic media.) .... **see no. 82**

Auditive persepsjonsforstyrrelser hos hjerneskadde Utvikling og utprøving av undervisningsprogram for figur-grunn-oppfatning hos hjerneskadde barn. (Auditory perceptual problems in brain-injured children. Construction of and research on a teaching programme (figure-ground perception of brain-injured children).) .... **see no. 102**

17400 ABILITY. ACHIEVEMENT – CAPACITE. RENDEMENT – FAEHIGKEIT. LEISTUNG

91 Arbeidskontorenes kontakt og erfaring med evnesvak ungdom. (Experiences of the vocational guidance and rehabilitation agencies in their work with mentally retarded young people.)

NO C 1974-1975

Skaarbrevik, Karl Johan; Velvin, Bjørn.

Inst: Oppland distriktshøgskole, Oppland Regional College, N-2600 Lillehammer.

Fin: Ministry of Church and Education.

mental retardation; backwardness; slow learner; learning difficulty; vocational guidance; transition from school to work; employment service; unemployment; youth employment; rehabilitation

retard intellectuel; retard; esprit lent; trouble de l'apprentissage; orientation professionnelle; passage à la vie active; service d'emploi; chômage; emploi des jeunes; réadaptation

Aims: to find out to what extent vocational guidance and rehabilitation agencies had contact with mentally retarded young people and to get information on what kinds of problems these agencies experienced with these clients. To obtain the views of the agencies on what issues should be stressed in order to improve the situation for this group of young people.

Sample and methods: A questionnaire was mailed to all local agencies in Norway. Replies were received from about 70%.

Results: Among the problems stressed by the agencies were the general shortage of jobs available, the demands as regards speed, concentration and stamina in most jobs, and the employers' unfavourable attitude to the hiring of mentally retarded young people. Generally the rehabilitation counsellor had most contact with former students from special schools for the mentally retarded, while the vocational counsellor had most contact with students from ordinary schools who had received some kind of special education.

Publ: Skårbrevik, Karl J. & Velvin, Bjørn. *Sysselsettning og opplaering av evnesvak ungdúm. Erfranger ved arbeidskontorene. Oslo: Arbeidskirektoratet, 1975. 53p & app.*

92 ERG-prosjektet (Evalueringsformer i grunnskolen). (The ERG-project (Different forms of evaluation used in language and mathematics in 6th and 7th grade).)

NO O 1974-1977

Søvik, Nils; Frengen, Alf; Bergvik, Odd; Wostryck, Andrei; Strømmen, Per Fr.

Inst: Pedagogisk institutt, Institute of Education, Lade, N-7000 TRONDHEIM, Norway.

University of Trondheim, N-7000 TRONDHEIM, Norway.

Fin: The Norwegian Research Council for Science and the Humanities.

primary school; evaluation; marking; test; measurement; feedback; experimental research; field research

école primaire; évaluation; notation; test; mesure; rétroaction; recherche expérimemtale; reserche sur le terrain

The Royal Ministry of Church and Education has signalized that new forms of evaluation may be introduced in the near future, and a committee is working with the related problems. As more research seems to be needed in the area, we found it reasonable to start this project which is hoped to bring some light to some of these urgent questions. A survey to clarify how evaluation is carried out in our schools was done in the first phase of the project. Later on, data from field experiments as well as from descriptive studies concerning formal and informal evaluation forms seem to be needed.

Hypothesis 1 was as follows: Students in 6th and 7th grade who receive an evaluation form with a greater emphasis on the teacher's diagnostic corrections, comments and marking than is ordinary practised in Norwegian language written performances and mathematics, will obtain higher achievement scores than students following the traditional system. Hypothesis 2 was as follows: Students in 6th and 7th grade who receive an evaluation form with greater emphasis on the teacher's diagnostic but informal comments to students' performances in Norwegian language and mathematics in frequent personal meetings with the individual student and/or his parents, will obtain higher achievement scores and fewer discipline problems than students who follow the traditional school system.

The project is being performed among some 60 teachers and 800 students in different schools in Trondheim and Vesterålen. Statements from teachers, students and parents received from questionnaires and interviews and data from student performances in Norwegian language and mathematics have been collected for analysis.

Preliminary results from the studies so far seem to verify H1 and H2 (partly). A lot of interesting data from the survey will be valuable both for further research and practical evaluation at school.

Publ: Søvik, Nils: *EFIG-prosjektet, rapport nr. 1* (survey-research). Pedagogisk institutt, Trondheim, 1975. 119 p.
Søvik, Nils: *EFIG-prosjektet, rapport nr. 2* (field experiments). Pedagogisk institutt, Trondheim, 1976. 188 p.
Frengen, Alf: *EFIG-prosjektet, rapport nr. 3* (the effects of written comments instead of marks concerning children's school work). Pedagogisk institutt, Trondheim, 1976.
Wostryck, Andrei: *EFIG-prosjektet, rapport nr. 4* Pedagogisk institutt, Trondheim, 1976.

93 Norsk tilpasning og standardisering av ITPA. (Norwegian adaptation and standardization of ITPA.)

NO C 1970-1975
Gjessing, Hans Jørgen; Nygaard, Hans Daniel.
Inst: Psykologisk institutt (Department of educational psychology. Institute of psychology), Sydnesplass 12, N-5014 Bergen-U, Norway.
University of Bergen, N-5001, Bergen, Norway.
Fin: Ministry of Church and Education.
learning test; learning difficulty; measuring instrument; diagnosis; comparative analysis; psycholinguistics
test d'acquisition; trouble de l'apprentissage; instrument de mesure; diagnostic; analyse comparative; psycholinguistique

The purpose of this project can be thought of as two-folded:

a) We were convinced that there was a need for differential diagnostic instruments with intentions like ITPA in practical clinical settings in Norway.

b) We intended to use ITPA as a research instrument concerning children with learning disabilities.

The adaptation phase lasted for 2 years and was carried out as a teamwork where 12-15 school psychologists and special educators from the practical field participated. The main principle we tried to follow in this work was to change no more than necessary considering the differences between American and Norwegian language and culture. We therefore tried to keep the test in its original form as much as possible. In the degree we succeeded in this, we assumed, we would be in a better position when we wished to interpret research on/with ITPA from other countries and compare them with ours.

1. *Subtest content*: The principle of minimal change was not so difficult to follow in the adaptation of subtests without verbal item content such as Visual Sequential Memory, Auditory Sequential Memory, Visual Closure and Verbal Expression. We had no reasons to believe that these subtests are Verbal Expression. We had no reasons to believe that these subtests are particularly sensitive for differences in language and culture. Therefore we decided a priori that we did not have to do anything with the items in these subtests. Items in the other 8 subtests were adapted. Some of them were just translated, others were reconstructed or new-constructed. The change made are mainly of 3 kinds:

a) *Pictures*: Most of them are unchanged. Nearly 20% of them are rather culture-specific and were either changed or subsituted by Norwegian-made ones.

b) *Verbal items*: Most of the verbal items were merely translated but some are new ones. A few of the tests (i.e. Auditory Reception) got a lot of new-constructed items.

c) *The arrangement of items* in all of the 8 subtests were more or less changed as a result of items analyses after pretesting.

The changes mainly came about as a result of 2 kinds of analyses:

a) *Qualitative*: After translation and construction followed a phase of preliminary tryouts, qualitative analyses and revision of the itempool we then had got.

b) *Quantitative*: The final itemselection and arrangement were determined by statistical analyses of itemdifficulty and discriminationpower after pretesting on a group of approximately 200 children.

2. *Instructions, administration- and scoring procedures*:

No changes were made- but one exception. It had to do with the specific language conditions in Norway. We have essentially *one* oral language, but there is a diversity of dialects and we have two written languages based on these dialects. This fact make it impossible to establish absolutely fixed statewide norms of tests measuring oral-grammatical forms. We therefore found it necessary to state a general rule about adapting the instructions to the language of the child, insuring that the child understood what the examiner said. More important, however, this principle also must be applied in interpreting the childs answers on items tapping oral language-*forms*, in casu the Grammatic Closure test. Besides scoring according to the scoring-standard, the examiner also has to consider the standards of commonly accepted adult oral language in the area where the child has grown up – and interprete the answers against the standard. Of course this will insert a degree of subjectivety in the scoring-prosedure, but we found this to be the only practical alternative to the extremely timeconsuming possibility of making local norms.

Standardisation:

The normgroup consists of appr. 1800 children aged 4 to 9 representing all the different parts of the country (250-350 pr.age-level). 40 examiners were engaged, all of whom were schoolpsychologists or specialeducators with minimum 2 years of education after teacher-certification.

Publ: Nygaard, Hans Daniel: Den norske utgaven av Illinois Test of Psycholinguistic Abilities (ITPA). *Skolepsykologi Vol. 10, 1976, nr. 10*, p. 3-11
Solheim, Ragnar: Illinois Test of Psycholinguistic Abilities. *Skolepsykologi vol. 10, 1976, nr. 10*, p. 12-21.

Utarbeidelse av undervisningsopplegg for tilegning av sosiale kunnskaper og ferdigheter. (Developing a Norwegian version of the Social Learning Curriculum.) .... **see no. 59**

Forsøk med musikk-klasser i Oslo grunnskole 1969-71. (Research connected with establishing separate music classes in Oslo primary schools 1969-71.) .... **see no. 60**

Begrepsundervisning for imbesille. Et lite eksperiment og en teoretisk begrunnelse. (Concept teaching for imbeciles. An experimental and theoretical investigation.) .... **see no. 85**

Endringer i intellektuelle prøveprestasjoner blant 19-årige menn 1956 - 1968. (Schooling and measured abilities of 19-year-old Norwegian men 1956 - 1968.) .... **see no. 86**

Moderat (intellektuelt) utviklingsretarderte barns utvikling under et læringspsykologisk begrunnet, systematisk begreps-og språklæringsprogram. Langtidig felt-eksperiment i naturlige 'klasseroms-situasjoner'. (The long-term development of moderately mentally retarded children when given a concept and language training programme, based on detailed and theoretical models of learning. Long-term field experiment in 'natural classroom settings'.) .... **see no. 88**

Forsøk med evaluering i sammenholdte 9. klasser. (Evaluation in unstreamed 9th classes.) .... **see no. 109**

PODIN-prosjektet (Pedagogisk og organisatorisk differensiering i norsk). (The PODIN-project (Individualized teaching in Norwegian).) .... **see no. 112**

17500 MOTIVATION – MOTIVATION – MOTIVATION

Prosjekt I: "Skolestress". Studium av virkninger som langvarig forventningspress kan ha på elevenes emosjonelle tilpasning og faglige utvikling i ungdomsskolen. Prosjekt II: Forventningspress og mentalhygiene i skolen. (Project I: Psychological stress as a result of expectation pressure in school situations. Project II: Expectation pressure and mental hygiene in school.) .... see no. 103

17600 PERSONALITY – PERSONNALITE – PERSOENLICHKEIT

94 Behovstilfredsstillelse og trivsel i skolen. (Need-gratification and sense of well-being in school.)
NO C 1974-1975
Borgen, Øyvind.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092 Blindern, N-OSLO 3, Norway.
University of Oslo, Blindern, N-OSLO 3, Norway.
primary school; lower secondary; child development; personality development; socio-economic status; emotional adjustment; social adjustment; school environment
école primaire; secondaire premier cycle; développement de l'enfant; développement de la personnalité; status socio-économique; adaptation affective; adaptation sociale; milieu scolaire

Theoretical background: the theories of E. H. Erikson and A. H. Maslow. To analyse the needs of mental growth and development of adolescents in the school milieu. To what extent do the schools' content and structure contribute to the gratification of these basic needs? To analyse the relation between the pupils' sense of well-being and his experiences in gratification of basic needs of development. To see need-gratification in relation to difference in pupils and school milieus.

As independent variables were used sex, socio-economical background, intellectual abilities, marks of social conduct in school (i.e. conformity to the school's rules), the size of the school, urbanization, type of social stability in the living area of the pupils (well established/new), whether the school has pupils in grades 1 to 6 or 1 to 9, and type of school-building (traditional/"op- landscape").

A questionnaire was used on a sample of 814 pupils in grade nine.

The school as a social system seems to be most able to gratify the basic needs of growth and development of pupils from the "higher" social classes, with high intellectual abilities and who conform to the rules of conduct of the school. No sex differences. Small school milieus seem to gratify these needs better than medium and big ones; the same applies for schools in rural areas, in areas where the milieus of home and neighbourhood is well established and in non-traditional schools ("landscape" and "open" schools).

Publ: Borgen, Øyvind: *Behovstilfredsstillelse og trivsel i skolem*. Pedagogisk forskningsinstitutt, Oslo, 1975. 192 p. ISBN 82-569-4125-1.

Sosialisering til idrettsroles. (Socialization as regards sport roles.) .... see no. 65

17700 BEHAVIOUR – COMPORTEMENT – VERHALTEN

95 Beslutningsprosessen i samarbeidsutvalget. (The decision process in participative committees of primary school in Norway.)
NO O 1975-1976
Monsen, Lars; Lange, Knut.
Inst: Oppland Distriktshøgskole (Oppland Regional College) Postboks 193 N-2601 Lillehammer.
Fin: Ministry of Church and Education, Oppland Regional College.
parent participation; parent-school relation; parent-teacher relation; teacher-pupil relation; primary school; lower secondary; management; questionnaire; survey
participation des parents; relation parents-école; relation parents-enseignants; relation maître-élève; école primaire; secondaire premier cycle; gestion; questionnaire; enquête

The participative committees of primary schools are a new 'invention', but already there are some doubts as to their effectiveness. The aim is to obtain a picture of activity areas and levels, as well as the members' experience of the committee, and the way its activities are connected to other parts of the school system, in particular the school and the municipal school board.

Design: Questionnaires to the members of 70 participative committees (each has 7 members: a representative of the municipal school board, the headteacher, 2 parents, 2 teachers, a representative of other employees).

Sample: The 70 schools are drawn from the total population of approximately 200 schools in Oppland and Hedmark counties.

96 De som falt av lasset. (Drop-outs from lower secondary school.)
NO C 1970-1975
Hansen, Roald E.
Sup: Høgmo, Asle.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The National Council for Innovation in Education.
lower secondary; drop out; leaving school; socio-economic status; occupational choice; adjustment; emotional adjustment; social adjustment; school environment; delinquent; juvenile delinquency
secondaire premier cycle; abandon d'études; fin de scolarité; status socio-économique; choix d'une profession; adaptation; adaptation affective; adaptation sociale; milieu scolaire; delinquant; delinquance juvenile

The aim was to study groups of pupils in a marginal position to the common educational system: drop-outs, pupils placed in alternative work and pupils in special observation groups.

From a population of 105, 77 were interviewed. Survey-information was combined with information from school, health and social services. Delinquency and criminality were also registered.

Lack of motivation for school and education seems to be a typical trait for these groups of pupils. This must be seen in connection with an inadequate offer from the school to pupils uninterested in theoretical subjects. Most of the pupils came from homes with little education, and they got little help and backing with school-work. The pupils' plans for educational and vocational choice were not clear and their chances on the labour market were small.

Publ: Hansen, Roald E.: *De som falt av lasset*. Pedagogisk forskningsinstitutt, Oslo, 1975. 137 p. ISBN 82-569-4165-0.

97 Fysisk aggresjon hos skoleelever. En studie av aktiviteten i seks ulike skolegårder. (Physical aggression of pupils. A study of the activity in six different schoolyards.)
NO C 1974-1975
Nordheim, Jørn Sigurd; Hardersen, Ellen.
Sup: Hoem, Anton; Baklien, Bergliot.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
aggression; aggressiveness; hostility; misconduct; urban environment; urbanization; place of residence; new town
agression; agressivité; hostilité; mauvaise conduite; milieu urbain; urbanisation; lieu de residence; ville nouvelle

Physical aggression or "mobbing" has not been subject to organized research in Norway. The aim was to study the relationship between physical aggression in schoolyards and variables like degree of urbanization, pupils' living conditions in the cities etc.

Observation of children 7 to 12 years old in schools with from 300 to 500 pupils. Frequency and ferocity of physical aggression during the breaks were registered.

Physical aggression increases in urbanized areas. The level of aggression is higher in modern, newly built blocks than in more established and stable areas.

Publ: Hardersen, Ellen & Nordheim, Jørn: *Fysisk aggresjon hos skoleelever. En studie av aktiviteten i 6 ulike skolegårder*. Pedagogisk forskningsinstitutt, Oslo, 1975. 202 p. ISBN 82-569-4136-7.

98 Samarbeidsutvalgenes funksjon. (Functions of the cooperation committees.)
NO O 1974-1977
Baarstad, Bjørn; Endrerud, Terje; Grøndahl, Svein-Erik.
Inst: Grunnskolerådet, The Council for Primary Education, Box 8136 Dep, N-Oslo 1.
Ministry of Church and Education, Oslo Dep. N-Oslo 1.
Fin: The Council for Primary Education.
parent participation; parent-school relation; parent-teacher relation; teacher-pupil relation; primary school; lower secondary; management

participation des parents; relation parents-école; relation parents-enseignants; relation maître-élève; école primaire; secondaire premier cycle; gestion

Aims: To obtain information about how the co-operation committees function, and how the members view these committees, formed at all Norgwegian schools in accordance with the Basic Education Act of 1969. The co-opration committees are made up of the school principal, 2 teachers, 2 parents, 2 pupils, 1 representative of other employees and 1 member of the school board.

Sample and methods: Systematic sampling of 35 lower secondary school pupils in grades 7 to 9 in eastern Norway. The investigation is based on: (1) The minutes of co-operation committees meetings in 1974/75. (2) Background information about the members (questionnaires to the schools). (3) Interviews with one from each of the 6 categories who are represented.

Preliminary results: The number of meetings and sort of cases handled in the committees vary considerably. With few exceptions the initiatives came from the staff or from outside. The contact between the representatives and their groups was unsatisfactory. There was a great gap between the stated ideals and reality, but the evaluation by the members was mostly positive.

Foreldrevirksomhet i barnehage. (Parent activity in nursery school.) .... **see no. 10**

ELEVENES OPPLEVELSE AV INNHOLDET I BEGREPENE TRIVSEL OG MISTRIVSEL En "critical incident"-undersøkelse ved tre nye videregående skoler. (PUPILS' EXPERIENCE OF THE CONTENT OF THE TERMS WELL-BEING AND NON-WELL-BEING A "critical incident"-researchproject in three new upper secondary schools.) .... **see no. 19**

Frafallsundersøkelse i de videregående skoler i Oslo kommune. (Statistical survey of drop-outs from secondary schools in the Oslo area.) .... **see no. 20**

Forandring ved selvsyn. (Educational innovation as result of a local initiative.) .... **see no. 68**

Behovstilfredsstillelse og trivsel i skolen. (Need-gratification and sense of well-being in school.) .... **see no. 94**

Farsrollen. Farens rolle i familien og hans betydning for barnets personlighetsutvikling. (The role of the father in the family and his significance for the personality development of the child.) .... **see no. 99**

Prosjekt I: "Skolestress". Studium av virkninger som langvarig forventningspress kan ha på elevenes emosjonelle tilpasning og faglige utvikling i ungdomsskolen. Prosjekt II: Forventningspress og mentalhygiene i skolen. (Project I: Psychological stress as a result of expectation pressure in school situations. Project II: Expectation pressure and mental hygiene in school.) .... **see no. 103**

Konsekvenser ved inndragning av klasser. (Consequences of putting classes together.) .... **see no. 111**

Endring i vurderinga på mellomtrinnet og ungdomstrinnet. (Changes in the evaluation system in primary school, grades 4-9.) .... **see no. 114**

Sosio- og mentalhygieniske problem hjå unge i Vest-Norge, Vest-Danmark og Island. (Social behaviour and problems of youth in Norway, Denmark and Iceland. A comparative study.) .... **see no. 129**

17000 GUIDANCE – ORIENTATION – BERATUNG

Alternativ opplæring – (Arbeidserfaring som del av skolens valgfagtilbud). (Alternative Education – (Work Experience as an optional "subject" for the pupils in 9th form).) ..... **see no. 17**

18000 PHYSIOLOGY. HEALTH – PHYSIOLOGIE. SANTE – PHYSIOLOGIE. GESUNDHEIT

18100 SEX. BIRTH. AGE – SEXE. NAISSANCE. AGE – GESCHLECHT. GEBURT. LEBENSALTER

99 Farsrollen. Farens rolle i familien og hans betydning for barnets personlighetsutvikling. (The role of the father in the family and his significance for the personality development of the child.)
NO C 1973-1975
Thingstad, Anne Grete.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-OSLO 3, Norway.
University of Oslo, Blindern, N-OSLO 3, Norway.

father; child; father-child relation; parent role; child development; personality development; cultural environment; social environment; social status
père; enfant; relation père-enfant; rôle des parents; développement de l'enfant; développement de la personnalité; milieu culturel; milieu social; status social

The aims were (1) to describe the role of the father in our culture, and (2) to analyse the father's impact on the development of the child.

The role of the father varies with different background variables as social status, education, nationality, wife's occupation and other characteristics. Data show a relationship between the style of fathering and the child's masculinity/femininity development, social/asocial development, academic performance and career choice, and emotional and psychological development.

Publ: Thingstad, Anne Grete: Farsrollen.–*Farens rolle i familien og hans betydning for barnets personlighetsutvikling.* Pedagogisk forskningsinstitutt, Oslo, 1975. 397 p. ISBN 82-569-4149-9.

Avbrudd og nøling blant kvinner som søker voksenopplæring. (Adult education: female dropouts and non-beginners.) .... **see no. 31**

Kvinner og voksenopplæring. En årsaksanalyse av hvorfor noen kvinner venter lang tid, og hvorfor noen venter kort tid før de realiserer et utdanningsønske i voksen alder. (Women and adult education: an analysis of the reasons why some women wait for a long time and some for a short time before they realize their wish in respect of adult education.) .... **see no. 34**

Voksenopplæring hos tre årskull menn. (Adult education and training in three age cohorts of Norwegian men.) .... **see no. 41**

Musikalsk utvikling i småbarnsalderen. (Musical development at preschool age.) .... **see no. 84**

Røyking blant norske skoleelever. (Smoking habits of Norwegian school children (aged 12-16).) .... **see no. 105**

Jenters utdanningsplaner og yrkesønsker sett i forhold til strukturelle betingelser. (Girls' educational plans and occupational aspirations related to structural conditions.) .... **see no. 123**

Kjønn, utdanning og yrke (en undersøkelse i 9. klasse). (Sex, education and occupation (a survey in the 9th grade).) .... **see no. 125**

Ung på Hamar. (Young in Hamar.) .... **see no. 132**

18200 GENETICS. GROWTH. SEXUALITY – GENETIQUE. CROISSANCE. SEXUALITE – GENETIK. WACHSTUM. SEXUALITAET

100 Skiprosjektet, fysisk utvikling – samarbeid skole-hjem. (The Ski Project, Physical Development – school-home co-operation.)
NO O 1973-1977
Johannessen, Terje; Olsen, A. Morgan.
Inst: Norges idrettshøgskole (Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8, Norway.
Fin: The Ministry of Church and Education; The Council for Primary Education; The Municipality of Ski; The Norwegian College of Physical Education and Sport.

physical development; growth; human body; posture; health; physiotherapy; remedial gymnastics; physical education; parent-school relation
développement physique; croissance; corps humain; attitude corporelle; santé; physiothérapie; gymnastique corrective; éducation physique; relation parents-école

Background:

The study is based on (a) a political decision made by the municipal council of Ski to have steps taken in order to further the health of the school children, (b) the official curriculum guidelines providing for supplements and aids, also for the pupils with posture deviations, and (c) the assumption that mal-development in childhood may lead to further ailments in grown-up age.

Aims:

The objectives are (a) to survey posture deviations and functional mal-developments among all first graders in the municipality of Ski, (b) to provide physiotherapeutic treatment for the most severe cases and individual training programs to be carried out at home and in school by all children with mal-developments considered to involve potential ailments if not corrected, (c) to observe effects of actions taken and training programs carried out, and (d) to develop a model for co-operation between the school and the homes and between health personnel and teachers, in matters related to the physical development of the children.

Sample and methods:

All children in the first grades, 1973-74, 1974-75 and 1975-76 (1000) have been examined by two physiotherapists. A sample has been reexamined a couple of months later. These examinations have consisted in evaluation of body postures in standing position, some functional tests, and the measurement of muscular strength, body height and body weight. Individual training programs for about 200 children have been explained for their parents and teachers. Voluntary activity programs have been offered in addition to the individual programs, using able parents as activity leaders. Children, parents, and leaders of the activity groups have answered questionnaires or interviews concerning the program and their participation.

Seven physiotherapists have been involved in the examinations or acted as instructors and consultants in different parts of the project.

Preliminary results: According to the criteria used, approximately 25% of all children examined suffered from mal-development to some degree, and were recommended to take individual training. About $^{2}/_{5}$ of this group, or 10% of all the children examined were referred to physiotherapeutic treatment. At some schools more than 50% of the subjects have taken part in the voluntary activity program. The parents have, by and large, been very cooperative. About 90% started with the individual exercise at home the first year, some dropped out for various reasons, but 50% continued for a considerable length of time. The teachers were more reluctant as far as carrying out individualized programs in school hours was concerned. Test-retest correlation for the posture examinations the first year was low. Further development of the criteria and evaluation methods seems to increase the correlation.

Publ: Johannessen, T & al. (1974): *"Skiprosjektet": fysisk utvikling-samarbeid skole-hjem. Organisering og innhold.* Norges idrettshøgskole, Oslo, 31p + app.

Johannessen, T & Olsen, A.M. (1974): *Behovet for supplement til kroppsøvingsundervisning på grunn av holdningsavvik og funksjonsfeil.* Norges idrettshøgskole, Oslo, 33p

Johannessen, T. (1975): *Reliabilitet ved registrering av fysisk feilutviklinger hos skolebarn.* Norges idrettshøgskole, Oslo, 87p

Johannessen, T. (1975): *Samarbeid mellom skole og hjem om barns fysiske utvikling.* Norges idrettshøgskole, Oslo, 32p.

18300 HUMAN BODY. FOOD. REST – CORPS HUMAIN. ALIMENT. REPOS – MENSCHLICHER KOERPER. NAHRUNGSMITTEL. RUHE

101 Forsøk med klasseromsgymnastikk. (Physical training in the classroom.)
NO O 1973-1976
Holmen, Ada.
Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57B, N-Oslo 6.
Fin: Municipality of Oslo.

human body; health; posture; physical education; gymnastics; remedial gymnastics; physiotherapy; experimental research

corps humain; santé; attitude corporelle; éducation physique; gymnastique; gymnastique corrective; physiothérapie; recherche expérimentale

Background and aims: The physical condition of younger children has shown signs of becoming weaker. The aim of the project is to find out whether daily training by physiotherapists and by teachers would improve the physical condition of the children.

Design and hypothesis: (1) Quasi-experimental design. (2) Ten minutes of daily exercise would result in increased muscular strength, increased flexibility of the joints and better posture.

Sample: The sample consisted of 310 children in the 2nd and 4th grades. The control sample, which did not get any treatment, comprised 150 children from the same grades in another school.

Preliminary results: Ten minutes of daily exercise do not seem to affect students' muscular strength, flexibility of their joints or posture.

Skiprosjektet, fysisk utvikling – samarbeid skole-hjem. (The Ski Project, Physical Development – school-home co-operation.) .... **see no. 100**

18400 DISEASE. PHYSICAL HANDICAP – MALADIE. HANDICAP PHYSIQUE – KRANKHEIT. KOERPERBEHINDERUNG

102 Auditive persepsjonsforstyrrelser hos hjerneskadde Utvikling og utproeving av undervisningsprogram for figur-grunn-oppfatning hos hjerneskadde barn. (Auditory perceptual problems in brain-injured children. Construction of and research on a teaching programme (figure-ground perception of brain-injured children).)
NO O 1976
Bø, Ola.
Inst: Pedagogisk forskningsinstitutt, (Institute of Educational Research) Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities.

Perceptual handicap; hearing defect; auditory perception; visual perception; brain injury; teaching programme; perceptual training

Handicap sensoriel; trouble de l'ouie; perception auditive; perception visuelle; lésion cérébrale; programme d'enseignement; éducation de la perception

The aim of the first part of the research is to investigate the auditory language perception (6 variables) in a heterogenous group of brain-injured and to seek perceptual syndromes (profiles). The second part of the research includes construction of two training programmes – auditory figure-ground perception and visual figure-ground perception – and investigation of the training effect (special and general).

One expects to find a lower correlation between the variables in this group than in a normal group, and also a lower function level. Special syndromes are hypothesized. In the second part of the research both a special and a general training effect are expected.

The sample comprises brain-injured children of 7-10 years. The methods adopted are latent profile analysis and analysis of variance.

103 Prosjekt I: "Skolestress". Studium av virkninger som langvarig forventningspress kan ha på elevenes emosjonelle tilpasning og faglige utvikling i ungdomsskolen. Prosjekt II: Forventningspress og mentalhygiene i skolen. (Project I: Psychological stress as a result of expectation pressure in school situations. Project II: Expectation pressure and mental hygiene in school.)
NO O 1973-
Lysne, Anders.
Inst: Pedagogisk forskningsinstitutt (Institute for Educational Research), Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities.

lower secondary; achievement motivation; aspiration; motivation; performance; parental attitude; anxiety; examination phobia; mental health; mental illness; neurosis; mental stress; interview; survey

secondaire premier cycle; motivation d'accomplissement; aspiration; motivation; performance; attitude des parents; angoisse; phobie de l'examen; santé mentale; maladie mentale; névrose; tension mentale; entretien; enquête

Background and aims:

The projects aim to investigate the expectation-pressure on pupils in primary school, comprehensive level (youth school), and how the pressure effects emotional adjustment, the development of school performance (Project I).

In project II we investigate more intensively a selected number of student who complain that they suffer under too much expectation-pressure from the environment, aiming to detect tendencies to develop neurotic adjustment as a result of pressure.

Design, hypothesis:

Screening and semiclinical interview.

Sample, methods:

All students in grade 8 and 9 in three different communities.

Results:

Too much expectation-pressure is for many students a threat which effects their attitude and adjustment to the school and can under certain circumstances reduce the performance level in school subject. It can also cause neurotic adjustment.

Faktorer i språkpersepsjonen. (Factors in language perception.) .... **see no. 87**

18500 DRUG ADDICTION – TOXICOMANIE – DROGENSUCHT

104 Norske grunnskolelæreres røykevaner. (Smoking habits of Norwegian teachers in primary and lower secondary schools.)
NO O 1975-1976
Aarø, Leif-Edvard; Hauknes Arne.
Inst: Tobakkskaderådet (National Council on Smoking and Health), Box 8025, Dept., N-Oslo 1, Norway.
Fin: Department of Church and Education.
smoking; habit; public health; teacher; attitude; survey; questionnaire
usage du tabac; habitude; santé publique; enseignant; attitude; enquête; questionnaire

Background and aims:

Due to their role as exemplars and close daily contact with the school children, teachers are an especially important group with respect to possibilities for influencing the smoking behavior of youth.

The present study is an effort to analyze teachers' smoking habits and to compare these with the smoking habits of the pupils as well as certain demographic variables. There's also possibilities for comparison with current studies on physicians smoking habits as well as those of the general population.

A representative sample (n=1 800) of the 35 000 Norwegian elementary and secondary school teachers.

Method: Mailed questionnaire enquiring about past and present smoking habits as well as some attitudinal measures particularly related to passive smoking and teachers' role as exemplars.

105 Røyking blant norske skoleelever. (Smoking habits of Norwegian school children (aged 12-16).)
NO O 1975-1977
Berglund, Else-Lill; Aarø, Leif-Edvard; Hauknes, Arne; Elvenes, Berit.
Inst: Tobakkskaderådet (National Council on Smoking and Health), Box 8025, Dept., N-Oslo 1, Norway.
Fin: Department of Church and Education.
smoking; habit; public health; pupil; adolescent; primary school; lower secondary; survey; questionnaire
usage de tabac; habitude; santé publique; élève; adolescent; école primaire; secondaire premier cycle; enquête; questionnaire

The objective of the study is not only to record the incidence of smoking among school children, but also to incite local and national interest of the smoking problem particularly among teachers, parents, and the children themselves. Thus all schools were invited to participate and to analyze and publish data locally. Data may serve as baseline for evaluation of local and national campaigns and may be broken down by age, sex and other demographic and social variables.

Subjects: All Norwegian school children in grades 6 - 9 (aged 12-16) completed anonymous forms in class.

Methods: a) A representative sample of the children (those born on the 6th of any month) put their forms in specially provided sealed envelopes. These forms were returned to the National Council on Smoking and Health for statistical analyses.

b) In addition each teacher was asked to count the number of current smokers, occational smokers and non-smokers in his class by sex. These results totally for each grade were filled in a school-report, which was returned to the National Council on Smoking and Health.

c) The school-reports also contain demographic data from each school as well as

d) information regarding the school's past smoking campaigns and handling of the smoking-problem.

Preliminary results: Data have been collected from 2 700 (83%) of the approx. 3 268 schools of the theoretical total sample of 8 000 born on the 6th of any month, 6 968 (87%) were returned. Thus it is clear that a large share of the smaller schools have not responded, because the pupils answers couldn't be anonymous.

18600 HEALTH. THERAPY – SANTE. THERAPIE – GESUNDHEIT. THERAPIE

Reorganisering av en skolestruktur. Virkninger og perspektiv. (Reorganization of a school's structure: effects and implications.) .... **see no. 25**

Fysisk forstring i barne- og ungdomspsykiatriske institusjoner. (Physical education in psychiatric clinics for children and adolescents.) .... **see no. 93**

Forsøk med klasseromsgymnastikk. (Physical training in the classroom.) .... **see no. 101**

19000 MANAGEMENT – GESTION – MANAGEMENT

19100 ORGANIZATION – ORGANISATION – ORGANISATION

106 Autonomiprosjektet. (The Autonomy Project.)
NO O 1971-1977
Blichfeldt, Jon Frode; Haugen, Rolf; Jangård, Hilde.
Inst: Arbeidspsykologisk institutt (Institute for Work Psychology), Ullevålsveien 105, N-Oslo 3, Norway.
Work Research Institutes, Gydasvei 8, N-Oslo 3, Norway.
Fin: Ministry of Church and Education, Work Research Institute.
reform of education; local community; school system; self management; autonomy; role; teacher-pupil-relationship; decentralization
réforme de l'enseignement; collectivité locale; systeme scolaire; autogestion; autonomie; role; relation maître-élève; décentralisation

Background and aims:

Analysis of changes within a school (college) community; aims to achieve autonomy in learning situation (teacher-pupil relations) as well as at institutional and administrative levels. Action research which involves constant discussion and contact with the people involved, i.e. teachers and students.

Sample, methods:

Interviews; discussion, use of empirical materials e.g., time schedules, curriculum plans; general observation.

Preliminary results:

A development has been initiated for which the longterm objective is to create and extend capacities for selfregulation in local educational institutions. A small network of social researchers is available as a resourcegroup for teachers and students who try to organize their own learning. Experiences from the action research programme have been used in governmental investigations into the relationship between school and worklife.

Publ: Blichfeldt, Jon Frode (1973): *Bakerst i klassen*. Norli, Oslo, 135p ISBN 82-507-0083-7
Blichfeldt, Jon Frode (1974): *The Educational Autonomy Project. An overview.* Arbeidsforskningsinstituttene, Oslo 22p
Blichfeldt, Jon Frode (1975): *Skole møter skole. Erfaringer i alternativ praksis for lærerstudenter.* Tanum/Norli, Oslo 97p ISBN 82-518-0319-5
Blichfeldt, Jon Frode (1975): Relations between School and the Place of Work. *Acta Sociologica* vol. *18*, nr.4 p 330-343.

107 Forsøksordnet ungdomsskole. (Innovation in two lower secondary schools in Oslo.)
NO O 1974-1978
Maroni, Knut; Parr, Linda Rundquist.
Inst: Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, Superintendent of Schools in Oslo. Department of Educational Research and Innovation, Normannsgt. 57B, N-OSLO 6, Norway.
Fin: Municipality of Oslo.
autonomy; student participation; lower secondary; teacher-pupil relation; parent-school relation; parent participation; interdisciplinary; team teaching; action research
autonomie; participation de l'étudiant; secondaire premier cycle; relation maître-élève; relation parents école; participation des parents; interdisciplinaire; enseignement en équipe; recherche action

Attempts to introduce school democracy at the upper secondary level revealed the need for greater student participation at an earlier stage. The aims of this project are (1) to discover what conditions must be met if a school is to be a place where students, parents, teachers and other personnel can cooperate, grow and enjoy themselves, and (2) to create a self-perpetuating process of innovation within the local school. The local school is best qualified to determine which areas are in need of innovation, and students, parents, teachers and other personnel all have a role to play in creating a climate at school conducive to innovation and growth.

At two lower secondary schools with 500 students each, the following activities took place: Joint planning workshops with students, parents, teachers and other personnel. Courses for students and parents' leaders concerning their role in bringing about change at their school. Questionnaires to determine what changes were desired and how implemented changes were viewed. Conferences between teachers and project consultant on how to carry out desired innovations. Project-coordinator with reduced teaching load and extra office help.

Preliminary results: (1) Teams of three teachers with all of their teaching concentrated to two classes, has proved successful both in terms of better contact between students and teachers and more variation in teaching methods. (2) Students have worked together in groups on interdisciplinary study projects over periods of 1-3 weeks involving a good deal of field work. Good training in independent study and teamwork, but demands self-discipline. (3) An alternative learning program for drop-outs combining work and school has provided a meaningful change for the majority. (4) The push for parental involvement has raised many difficult questions: At which level – their child's class or the entire school – can parents most meaningfully take part? What do parents need to know about school and what channels of information can be used? (Both schools have had a weekly bulletin which seems to serve a useful purpose.) How do the students look upon their parents' involvement?.

Publ: Maroni, Knut: Forsøksordnet ungdomsskole fra neste år? *P.I.P.; Forsøk i Osloskolen* 1973:1, p. 21-22.

Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid: *Tverrfaglig undervisning utarbeidet og prøvet ut av elever og lærere ved Hovseter skole 1974/75.* Skolesjefen i Oslo, 1976, rapport nr. 30.

108 Samarbeidsforsøk ved gymnas i Oslo. (Student-teacher involvement at an upper secondary school in Oslo.)
NO C 1973-1976
Maroni, Knut; Parr, Linda Rundquist.
Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57B, N-Oslo 6.
Fin: Municipality of Oslo.
management; self-management; secondary school; reform of education; innovation; extra-curricular activities; teacher-pupil relation; questionnaire
gestion; autogestion; école secondaire; réforme de l'enseignement; innovation; activités hors programme; relation maître-élève; questionnaire

Background and aims: On the basis of results from the experimental grammar school in Oslo (Forsøksgymnaset) and a survey of grammar school students concerning school democracy, the Oslo School Board decided to carry out an innovative programme of increased student-teacher involvement in decision making at a limited number of grammar schools in Oslo. The programme represents a natural extension of recent reforms in school government at the elementary and lower secondary levels.

Design: It was assumed that there was a need for and interest in more responsibility for school affairs among students and teachers. The project was designed to provide and encourage increased responsibility in those areas the participating schools felt were realistic.

Sample: One grammar school with about 550 students, aged 16-19.

Organisation:

(1) Yearly planning workshop for a group of students and teachers.

(2) One period in the middle of the school day is set aside for meetings, seminars and hobby activities.

(3) Weekly bulletins covering meetings/activities for the coming week.

(4) Questionnaires to assess the programme's effect.

(5) Project co-ordinator with a slightly reduced teaching load (2 hrs/week). Extra office help. Visits from project consultants.

Results:

(1) The daily 'extracurricular hour' is popular among students. However, there are students who use it primarily to relax or do homework. Only a minority of the students (approximately 1/3) participate regularly in organized activities.

(2) The weekly bulletin is an effective channel for information.

(3) Committees with both students and teacher representation have functioned well.

(4) New methods of organizing instruction (larger and smaller groups, theme projects integrating several subjects, students as teachers) have met with interest, but have so far not been carried out. Commitment to the project is not widespread.

Publ: Maroni, Knut. Der demokratiet fungerer. Et forsøk ved Nordstrand gymnas. *P.I.P., Forsøk i Osloskolen,* 1974:1, pp. 4-6.

An analysis of the study of social education at the University of Oslo. .... see no. 18

Utvikling og kontroll i universitetsstudier. En sammenlignende analyse av to organisasjonsmodeller. (Development and control in university studies: a comparative analysis of two organizational models.) .... see no. 29

Beslutningsprosessen i samarbeidsutvalget. (The decision process in participative committees of primary school in Norway.) .... see no. 95

Samarbeidsutvalgenes funksjon. (Functions of the cooperation committees.) .... see no. 98

19400 ADMISSION. INTEGRATION. CLASS – ADMISSION. INTEGRATION. CLASSE – AUFNAHME. INTEGRATION. KLASSE

109 Forsøk med evaluering i sammenholdte 9. klasser. (Evaluation in unstreamed 9th classes.)
NO C 1974-1975
Johannessen, Kjell-Eirik; Ramberg, Liv.
Inst: Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid (Superintendent of Schools in Oslo, Department of Educational Research and Innovation), Normannsgt. 57 b, N-Oslo 6.
Fin: Municipality of Oslo.
heterogeneous class; ability grouping; integration; evaluation; achievement measurement; test; marking; lower secondary; measurement technique
classe hétérogène; groupement par aptitudes; intégration; évaluation; mesure du rendement; test; notation; secondaire premier cycle; technique de mesure

Background: 250 pupils (10 classes) in Oslo had been taught in unstreamed classes throughout 8 years of the 9-year compulsory school. Teachers of Norwegian, English and mathematics were willing to try out teacher-constructed tests in the 9th year.

Aims: (1) To see if it was possible to construct classroom tests that gave good formative and summative information and evaluation of pupils' learning. (2) Tentative evaluation by common standards of essays in Norwegian and English.

Methods: (1) Three teacher-constructed tests in each subject were tried out on 250 pupils in the 9th class. Analysis of results to see (a) how well the tests are suited to the age-group, (b) how well they differentiate between pupil groups (marking), (c) the quality of information they give about each pupil's learning. (2) Essays in Norwegian and English by the same pupils assessed by teachers from other parts of the country according to a common norm for unstreamed classes.

Results: The final analysis has not yet been completed, but there are indications that this kind of test means unnecessary work for many pupils, and gives more material for summative than formative evaluation. It is necessary to give teachers more formal training in test construction if they are to construct their own tests for assessment of final marks. Publications on essay marking according to new norms seem of interest to teachers.

Publ: Ramberg, Liv. *Norskbesvarelser fra sammenholdte klasser på 9. trinn. 34 kommenterte elevarbeider.* Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid. Rapport nr. 28, 1975. 87p.

Ramberg, Liv. *Engelskbesvarelser fra sammenholdte klasser på 9. trinn. 31 kommenterte elevarbeider.* Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid. Rapport nr. 29, 1975. 67p.

110 Integrering av funksjonshemmede. En teoretisk tilnærming og en kasuistisk studie og analyse av tiltak i grunnskolen. (Integration of handicapped children. A Theoretical Approach and a Casuistic Study and Analysis of Different Organizational and Social Arrangement in primary School.)

NO C 1975-1976

Amesen, Anne-Lise; Skare, Lars Olav.

Sup: Nordland, Eva.

Inst: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092, Blindern, N-Oslo 3, Norway.

University of Oslo, Blindern, N-Oslo 3, Norway.

Fin: Ministry of Church and Education The Norwegian Research Council for Science and the Humanities.

integration; handicapped; primary school; lower secondary; special education; remedial teaching; administrative structure; attitude; teacher behaviour; interview; questionnaire; observation; case study

intégration; handicapé; école primaire; secondaire premier cycle; enseignement spécial; enseignement de rattrapage; structure administrative; attitude; comportement de l'enseignant; entretien; questionnaire; observation; étude de cas

Background and aims:

We wanted to:

1. find a few criteria for describing and evaluating an integration process.
2. throw light upon some central factors in a social and educational process of integration of handicapped children in the ordinary school setting.
3. find a framework for an analysis to describe how the school structure influences the different schools' and teachers' practice and thereby promote or obstruct the integration of handicapped children.

Sample: 10 schools from 3 regions of Norway, with special focus on 4 schools from one region, in which we spent about 7 weeks.

From this sample of 10, 3 were primary schools, 3 combined schools (1. - 9.) and 4 lower secondary schools.

We interviewed or distributed questionnaires to 10 school-headmasters, 140 teachers, 8 parents (of handicapped children) and the personnel at the Educational Psychological Counceling Office (PPD) in the 3 regions. We distributed questionnaires in 4 classes at the lower secondary school level. We also spent some time in those classes plus 4 classes at the primary school level. 13 children, with a diagnosis as handicapped, are included in the material.

Methods:

1. Interviews.
2. Questionnaires.
3. Classroom observation.

The empirical part is presented by means of 6 case studies (6 schools/6 children).

Results:

Our research approach was chosen in order to give a broad presentation of a complex problem by means of a close-up study of a few cases. This approach gives no direct basis for generalizations, bit it ought to form a useful basis for further research.

Even if inconclusive, the present material gives information that may be important: The teachers' attitude towards integration and the problems they felt, were closely related to the school situation he or she knew. We found that much of the problems the teachers felt in their work with handicapped children, were linked with general problems concerning administration and organization of the "normal" school setting.

Teachers' co-operation and participation in the school-planning and co-ordination, i.e. to co-ordinate the special educational program with what was done in the ordinary class, seemed to be vital factors.

Teachers, responsible for handicapped children, needed continuous personal and professional support. Support and understanding among the colleagues and from headmaster/schoolcounsellor was highly appraised by the teachers, they felt they could not count on or use help from "experts" outside the school (PPD). Headmasters and schoolcounsellors seemed to estimate the PPD's role and usefulness much higher than did the ordinary teachers.

Publ: Amesen, Anne-Lise & Skare, Lars Olav (1976): *Integrering av funksjonshemmede. En teoretisk tilnærming og en kasuistisk analyse av tiltak i grunnskolen.* Pedagogisk Forskningsinstitutt, Oslo, 318 p ISBN 82 - 589 - 4212 - 6.

111 Konsekvenser ved inndragning av klasser. (Consequences of putting classes together.)

NO O 1973-1976

Maroni, Knut.

Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid. (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57B, N-Oslo 6,.

Fin: Municipality of Oslo.

class size; number of pupils; social adjustment; social status; achievement; follow-up study; sociometry; interview

dimension de la classe; effectifs scolaires; adaptation sociale; status social; rendement; étude longitudinale; sociométrie; entretien

Background and aims: The local school board of Oslo suggested that a follow-up study should be made of pupils from classes which had been so small that two classes were put together to make one bigger class. Our aim is to study the consequences of putting the classes together when it comes to the social position of the pupils in the new class, and how they do academically. We also want to find out something about the teachers' experiences with the classes which have received a great number of new pupils.

Sample and methods: The sample consists of 1,500 pupils in the grades 2-6. We have administered a sociometric test to the students and conducted interviews with the teachers.

Results: We seldom found any academic difficulties. Almost all of the interviewed teachers said that the regrouping of pupils had created social problems. The pupils who had been in the class from the beginning and the new pupils easily formed separate groups. The length of the adjustment period lasted from a couple of months up to one year. It was important that the demands on the new pupils be not too heavy to start with. The teachers said that group work, where the groups consisted of some of the old pupils and some of the new ones, excursions and dramatic play would make the period of adjustment easier.

Publ: Maroni, Knut. Inndragning av klasser. *P.I.P., Forsøk i Osloskolen,* 1974:2, pp.19-23.

112 PODIN-prosjektet (Pedagogisk og organisatorisk differensiering i norsk). (The PODIN-project (Individualized teaching in Norwegian).)

NO C 1972-1976

Søvik, Nils.

Inst: Pedagogisk institutt (Department of education), Lade, N-7000 Trondheim, Norway.

University of Trondheim, Lade, N-7000 Trondheim, Norway.

Fin: University of Trondheim.

integration; school readiness; primary school; individualization; class size; norwegian; reading; spelling; learning difficulty; remedial teaching; special education; experimental research; case study; statistical analysis

intégration; maturité scolaire; école primaire; individualisation; dimension de la classe; norvégien; lecture; orthographe; trouble de l'apprentissage; enseignement de rattrapage; enseignement spécial; recherche expérimentale; étude de cas; analyses statistique

The main purpose of the project is to throw more light on problems concerning children's readiness during the first years of school attendance. Recent school policy in Norway has emphasized an integrated school system, i.e. almost every school-beginner should be kept in normal classes. Therefore more individualized teaching is required. Thus four main problems concerning individualized teaching/school clinic system were raised. Hypotheses were formulated and tested in connection with three of the main problems.

The empirical studies were carried out partly as field experiments and partly as case studies in three elementary schools in Trondheim. Observations and data-collection took place during a period of three years. It was theorized (in the second phase of the project) that students receiving their teaching in classes organized as small classes (12-15) would not perform better in reading and writing than students in ordinary classes (25-30)(H 1). Furthermore it was hypothesized that students receiving their teaching in big classes where the 3-5 children with learning disabilities had partly been in this class and partly in small groups receiving special training, in general would exceed the reading and writing performances of students in ordinary small classes and students in ordinary big classes (with students suffering from learning disabilities totally integrated in the class system), (H 2). Finally it was theorized that students receiving a special program developed for individualized teaching of Norwegian would obtain higher achievement scores than students from traditional classes.(H 3).

As to the field experiments (12 school classes), the co-variance method was used to analyze data. Clinical methods were used for the case studies.

The findings verified H 1 (more clearly in reading than in writing) and H 3, whereas judgement concerning H 2 had to be suspended, i.e. some data favored and some data disfavored the hypothesis. The system with school clinics functioned extremely well and can be recommended.

Publ: Søvik, Nils: *PODIN-prosjektet, rapport nr. 1.* Universitetet i Trondheim 1973, 157p.
Søvik, Nils: *PODIN-prosjektet, rapport nr. 2a* [The case studies]. Universitetet i Trondheim 1973, 57p.
Søvik, Nils: *PODIN-prosjektet, rapport nr. 3* [Follow-up studies]. Universitetet i Trondheim 1975, 280p.
Søvik, Nils: *PODIN-prosjektet, rapport nr. 2b* [Follow-up of case study]. Universitetet i Trondheim 1976, 123p.

113 Undersøkelse av en del rettslige spørsmål vedrørende opptak av elever/studenter ved offentlige undervisningsinstitusjoner. (Research concerning some legal aspects relating to the student access to state schools and universities.)
NO O 1976-1977
Christensen, Lars.
Inst: Agder Distriktshøgskole (Agder Regional College), Box 607, N-4601 Kristiansand, Norway.
Fin: Ministry of Church and Education.
access to education; educational opportunity; admission; admission requirements; selection criterion; selection; survey
accès à l'éducation; chances d'éducation; admission; conditions d'admission; critère de sélection; sélection; enquête

Background and aims:

The aim of the research project is to outline the legal limitations of public authorities when they decide on what basis to allow students entry to state schools.

Sample, methods:

A sample of 62 educational institutions, of which 42 have returned adequately completed questionnaires.

The survey data will be analysed in relation to the principles pertaining to administrative law, especially with respect to the abuse of power.

Gjennomstrømmingsundersøkelsen. (The "Flow through" project.) .... **see no. 122**

19700 EXAMINATION – EXAMEN. DIPLOME – PRUEFUNG. GRAD

114 Endring i vurderinga på mellomtrinnet og ungdomstrinnet. (Changes in the evaluation system in primary school, grades 4-9.)
NO O 1975-1977
Skrindo, Magne.
Inst: Sagene off. laererskole, Sagene Teachers college, Biermannsgt. 2, N-OSLO 4, Norway.
Fin: Ministry of Church and Education.
primary school; lower secondary; examination system; evaluation; marking; pupil; parents; parental attitude; teacher; head teacher; attitude
école secondaire premier cycle; regime des examens; évaluation; notation; élève; parents; attitude des parents; enseignant; chef d'établissement; attitude

Survey of experiences with a new evaluation system in primary school among pupils, parents, teachers and headmasters.

Sample and method: Questionnaire to 1675 pupils, 1100 parents, 300 teachers and 150 headmasters.

Publ: Skrindo, Magne: *Elvers og foresattes erfaringer med vurderinga ved Brogen skole.* Sagene laererskole, Oslo, 1976. 35p.

Forsøk med evaluering i sammenholdte 9. klasser. (Evaluation in unstreamed 9th classes.) .... **see no. 109**

20000 PERSONNEL – PERSONNEL – PERSONAL

20200 TEACHING PERSONNEL – CORPS ENSEIGNANT – LEHRKOERPER

Etterundersøkelse av laerere som har tatt desentralisert videreutdanning i spesialpedagogikk i Norge med saerlig vekt på utdanningens relevans i forhold til integreringstanken. (A follow-up study concerning decentralized teacher-training programs in special education in Norway to study their relevans to the idea of integrating handicapped children in the local society.) .... **see no. 77**

Norske grunnskolelaereres røykevaner. (Smoking habits of Norwegian teachers in primary and lower secondary schools.) .... **see no. 104**

21000 BUILDING – BATIMENT – GEBAEUDE

21200 CLASSROOM. LABORATORY. LIBRARY – SALLE DE CLASSE. LABORATOIRE. BIBLIOTHEQUE – KLASSENZIMMER. LABOR. BIBLIOTHEK

115 Åpen skole – blinkskudd eller bomskudd? (Open school – a success or a failure?)
NO C 1972-1974
Funderud, Kari.
Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57 B, N-Oslo 6.
Fin: Municipality of Oslo.
experimental school; mobile classroom; teaching practice; teaching method; attitude; teacher behaviour; achievement; interview
école expérimentale; classe mobile; pratique pédagogique; méthode pédagogique; attitude; comportement de l'enseignant; rendement; entretien

Background and aims: (1) The desire has been expressed by politicians and school administrators to get information about the functioning of open schools in Oslo. (2) The aim was to highlight teaching methods applied in open schools, teachers' experiences derived from work in such schools, the degree and kind of co-operation between teachers and pupils and the teachers' evaluation of the standing and capacity for work of pupils in open schools compared with those in traditional schools.

Sample and methods: A total of 81 teachers from all open schools in Oslo in 1974. Individual interviews with a combined structured and unstructured interview schedule.

Results: Teachers were about equally satisfied with open as with traditional schools.

Publ: Funderud, Kari. *Åpen skole – blinkskudd eller bomskudd?* Oslo: Aschenhoug, 1975. 226 p. ISBN 82-03-06331-5.

116 Bibliotekservice og bibliotekundervisning i pedagogiske høyskoler i England or Norge. (Library service and library instruction in colleges of education in England and Norway.)
NO C 1975-
Knudsen, Ellen Koch.
Sup: Rørvik, Harald.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
teacher education; college of education; library; library work; survey; comparative analysis; United Kingdom; Norway
formations des enseignants; école normale; bibliothèque; travail en bibliothèque; enquête; analyse comparative; Royaume-uni; Norvège

The aims were (1) to compare the objectives of the college of education libraries in England and Norway and the essential needs and types of use by students and staff, (2) to identify and assess what means of encouragement and what types of instruction increase effective library use and student satisfaction, and (3) to bring to light the chief considerations affecting the solution of problems in the Norwegian college of education libraries.

Publ: Knudsen, Ellen Koch: *Bibliotekservice og bibliotekundervisning i pedagogiske høyskoler i England og Norge.* Pedagogisk forskningsinstitutt, Oslo, 1975. 86 p. ISBN 82-569-4120-0.

23000 PUBLIC ADMINISTRATION. PLANNING – ADMINISTRATION PUBLIQUE. PLANIFICATION – OEFFENTLICHE VERWALTUNG. PLANUNG

23200 GOVERNMENT. LEGISLATION – GOUVERNEMENT. LEGISLATION – REGIERUNG. GESETZGEBUNG

117 Desentralisert skoleutbygging i Nord-Gudbrandsdal. (The development of a decentralized educational system in Northern Gudbrandsdal.)
NO O 1975-
Dahl, Bjarne.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Post box 38, Linderud, N-Oslo 5, Norway.
Fin: The National Council for Innovation in Education.
decentralization; reform of education; educational opportunity; system of education; school system; secondary school; rural area; rural development; economics of education; developing area; survey; statistical data; follow-up study
décentralisation; réforme de l'enseignement; chances d'éducation; système d'enseignement; système scolaire; école secondaire; zone rurale; développement rural; économie de l'éducation; zone en développement; enquête; données statistiques; étude longitudinale

Background and aims:

The research area consisted of 8 local authorities in Northern Gudbrandsdalen.

a. To analyse the relation of pupils to the school system throughout the Nine year Compulsory school in a region having a special settlement pattern.

b. To follow the development, over a period of time, and expansion of decentralized course offers for 10 - 12 school years in the region.

c. To summarize the economic consequences of decentralized expansion.

Sample, methods:

Information was collected on all pupils leaving the compulsory school during the period 1969 - 1975. All pupils enrolled in schools of secondary education in the region have been registered for the same period. There were about 4.800 pupils involved in enquiry, 6-700 a year.

'Prosjekt ambulerende barnehagevirksomhet'. (Project: "Mobile pre-school".) .... see no. 6

Barnehag i grisgrendte strøk. (Nursery school in sparsely populated areas.) .... see no. 7

Analyse av opplæringsbehov hos ledere i statsforvaltningen. (Analysis of the civil service managers' need for management education.) .... see no. 67

23300 ADMINISTRATION OF EDUCATION – ADMINISTRATION DE L'ENSEIGNEMENT – BILDUNGSVERWALTUNG

Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplæring av funksjonshemmede. (A survey of organisational, educational and social problems connected with secondary schooling for the handicapped.) .... see no. 1

Pedagogisk-psykologisk tjeneste ved Midt-Finnmark PPD-Kontor. En beskrivelse av tiltak etablert i lokalsamfunnet med sikte på å muliggjøre integrering av funksjonshemmede. (Educational and psychological services at the Midt-Finnmark PPD-Centre. Integration of handicapped pupils in ordinary schools.) .... see no. 3

Barnehageprogram for kommunene. (Kindergarten planning in municipalities.) .... see no. 8

Planlegging og utvikling av tiltak for barn i Kristiansand. (Planning and development of facilities for children in Kristiansand.) .... see no. 14

An analysis of the study of social education at the University of Oslo. .... see no. 18

ELEVENES OPPLEVELSE AV INNHOLDET I BEGREPENE TRIVSEL OG MISTRIVSEL En "critical incident"-undersøkelse ved tre nye videregående skoler. (PUPILS' EXPERIENCE OF THE CONTENT OF THE TERMS WELL-BEING AND NON-WELL-BEING A "critical incident"-researchproject in three new upper secondary schools.) .... see no. 19

Kombinert grunnkurs. (Integrated vocational and general education in upper secondary schools.) .... see no. 23

Forskningsmessig oppfølging av fagplanarbeid i den videregående skolen. (Follow-up research of curriculum development in the new upper secondary school.) .... see no. 45

The changing tasks of the teacher – a case study. ...... see no. 72

Lærerutdanning og læreryrke. (Teacher training and the teaching profession.) .... see no. 90

23400 CULTURAL POLICY. SOCIAL POLICY – POLITIQUE CULTURELLE. POLITIQUE SOCIALE – KULTURPOLITIK. SOZIALPOLITIK

En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.) .... see no. 4

24000 ECONOMICS OF EDUCATION – ECONOMIE DE L'EDUCATION – BILDUNGSOEKONOMIE

24100 ECONOMICS OF EDUCATION – ECONOMIE DE L'EDUCATION – BILDUNGSOEKONOMIE

118 En økonomisk analyse av det kommunale skoleverket i relasjon til kommunenes økonomi. (An economical analysis of the local educational system in relation to the financial status of the municipalities.)
NO O 1976-
Madalien, Anders.
Inst: Private Project. Solvangen 8, N-2013 Skjetten, Norway.
Fin: Ministry of Church and Education.
economics of education; primary school; economic resources; resource allocation; local finance; subsidy; local community
économie de l'éducation; école primaire; ressources économiques; affectation des ressources; finances locales; subvention; collectivité locale

Background and aims:

1. To describe the variation in the municipalities' expenses to primary school.

2. To find the main reasons why the expenses are varying among the municipalities, and to calculate the effect of the different interacting factors.

3. To evaluate the effects of the governmental system of subsidizing primary schools.

4. To develop an alternative subsidizing system.

The analysis cover all municipalities in the country. As material for the analysis, the respective municipalities' accounts for the year 1974 are used.

119 Modell for det norske utdanningssystem. (Model for the Norwegian educational system.)
NO O 1971-
Hernes, Erik.
Inst: Statistisk Sentralbyrå (Central Bureau of Statistics), Dronningens gt. 16, N-Oslo 1.
Fin: Central Bureau of Statistics.
economics of education; system of education; Norway; educational policy; labour market; manpower need; statistical model; demography
économie de l'éducation; système d'enseignement; Norvège; politique de l'éducation; marché du travail; besoin de main d'oeuvre; modèle statistique; démographie

Aims: To simulate the flows of people through the educational system, ending up with the highest education attained. Within this framework: to analyze educational behaviour; to simulate consequences of policy decisions concerning the labour market and the educational system; to link the model to other demographic models in the Central Bureau of Statistics.

Design: A Markov-type model, with the states defined in terms of education currently received or attained.

Results: Calculations of the impact of the extent of the educational system on the educational level of the population. Description of the situation in 1970 and in 1971.

Publ: Hernes, Erik. *Utdanningsstatistikk og framskrivninger 1970-1990.* Oslo: Statistisk Sentralbyrå, 1976. 65p.

Desentralisert skoleutbygging i Nord-Gudbrandsdal. (The development of a decentralized educational system in Northern Gudbrandsdal.) .... see no. 117

24200 ECONOMIC CONDITIONS – CONDITIONS ECONOMIQUES – WIRTSCHAFTSBEDINGUNGEN

120 En analyse av læreplanen for grunnskolen i Bangladesh. En vurdering av læreplanens innhold i lys av innstillingsanalyser. (An analysis of the curriculum for the primary school in Bangladesh. An evaluation of the curriculum content on the basis of attitude measurement.)
NO C 1974-1975
Løvaas, Arne Stein.
Sup: Lieberg, Sigmund.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
curriculum; primary school; attitude; local community; demand for education; drop-out; developing country; Bangladesh; content analysis
programme d'études; école primaire; attitude; collectivité locale; demand d'éducation; abandon d'études; pays en développement; Bangladesh; analyse de contenu

The background and aim foof the project was to explain the high drop-out rate in the primary school in Bangladesh by relating negative attitudes towards education to the characteristics of curriculum content.

Content analysis of curriculum, aims and guiding principles. Attitude measurement in a tea garden and a village in Sylhet district. A structured interview was carried out on a sample of 48 respondents from the tea garden and 92 respondents from the village. Both samples were drawn systematically from relevant strata.

The course content is irrelevant to local needs. Negative attitude towards school and education relates to expressed needs of more education concentrated on manual and practical work.

Publ: Løvaas, Arne: *En analyse av laereplanen for grunnskolen i Bangladesh.* Pedagogisk forskningsinstitutt, Oslo, 1975. 192 p. ISBN 82-569-4137-5.

24300 COST. FINANCING – COUT. FINANCEMENT – KOSTEN. FINANZIERUNG

121 Kartlegging og analyse av kostnadsstrukturen i den norske grunnskolen. (Presentation and analysis of the cost structure of Norwegian primary schools.)
NO O 1975-1976
Jensen, Bjarne.
Inst: Agder Distriktshøgskole, Avdeling for økonomiske fag (Institute of Economics, Agder Regional College) Boks 607 N-4601 Kritiansand.
Agder Regional College, Boks 607, N-4601 Kristiansand.
Fin: The Ministry of Church and Education; Agder Regional College.
primary school; Norway; economics of education; economic factor; local finance; cost of education; resource allocation; survey
école primaire; Norvège; économie de l'education; facteur économique; finances locales; coût de l'éducation; affectation des ressources; enquête

Aims: (1) To present an analysis of the distribution of costs for primary school education in Norway. What sort of resources are used (personnel, teaching aids, etc.)? Past developments. Differences between various groups of municipalities. (2) To find which factors influence the use of resources and analyse how these factors influence the costs.

Sample and methods: The analysis is carried out by classifying the municipalities into groups on the basis of the importance of those factors which are thought to influence the cost structure and to compare the cost structure of the different groups. The data are collected by questionnaires sent to all Norwegian municipalities and from public statistics.

Læremiddelinnsatser som styrking av elevenes arbeidsmiljø. (Teaching aids as strengthening of the work environment in school.) .... see no. 69

25000 SOCIOLOGY OF EDUCATION – SOCIOLOGIE DE L'EDUCATION – BILDUNGSSOZIOLOGIE

25100 SOCIAL SYSTEM – SYSTEME SOCIAL – SOZIALSYSTEM

122 Gjennomstrømmingsundersøkelsen. (The "Flow through" project.)
NO O 1974-1978
Austbø, Kari; Reisel, Micha.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensønsvei 38, Box 38, Linderud, N-Oslo 5, Norway.
Fin: The National Council for Innovation in Education.
upper secondary; reform of education; access to education; educational opportunity; equal opportunity; admission; admission requirements; occupational choice; sex difference; role; follow-up study; survey
secondaire deuxieme cycle; réforme de l'enseignement; accès à l'éducation; chances d'éducation; égalite de chances; admission; conditions d'admission; choix d'une profession; différence de sexe; rôle; étude longitudinale; enquête

Background and aims: In 1974 there existed three new upper secondary schools in Norway which, as an innovation, did not require qualifications or minimal standards from pupils who came from "their" district. The aim of this study is to find out how these pupils "flow through" the new school, in what way they use the open choices given to them.

Design, hypothesis: This is a longitudinal study in which we first of all are interested to check the distribution of pupils every 1st of September (1974, 1975, 1976, 1977) whether it be in school, at work, or at home. Secondarily we want to find out more about their choice of occupation and connected with this, their sexrole structure.

Sample, methods: The sample consists of 577, who started in the first year of the three upper secondary schools in the autumn of 1974. The methods used are interview, questionnaire and the collection of data directly from the schools.

Preliminary results: The first report on "admission" found that although these pupils were in the experimental situation where their grades from lower secondary school wer NOT taken into account, when they sought admission for one of the studycourses, it was pricesely their grades in lower secondary school which showed the highest correlation with their choice of studycourse (as compared to all other background variables).

Publ: *Skolerett for ungdom mellom 16 og 19 år I: Opptak.* Informasjon om forsøksarbeid nr. 60. Forsøksrådet for skoleverket, Oslo 1976. 38p + app.

123 Jenters utdanningsplaner og yrkesønsker sett i forhold til strukturelle betingelser. (Girls' educational plans and occupational aspirations related to structural conditions.)
NO O 1974-1976
Baadshaug, Maren Brit; Eeg-Henriksen, Fride.
Sup: Thagaard, Tove; Grønseth, Erik.
Inst: Sosiologisk Institutt, (Institute of Sociology) Box 1096, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Ministry of Church and Education.
Occupational aspiration; aspiration; sex difference; role; attitude; system of education; labour market; women; women's profession; women's work; social class; socio-economic status; sociology of education
Aspirations professionnelles; aspiration; différence de sexe; rôle; attitude; système d'enseignement; marché du travail; femme; profession féminine; travail des femmes; classe sociale; statut soc'o-économique

The aims of the project are: to describe the sex-segregated educational system and labour market; to analyze girls' educational plans and occupational aspirations and sex role attitudes; to relate the girls' future plans and attitudes to the educational and occupational structure.

240 ninth grade pupils from Oslo, 15-16 year-olds from five lower secondary schools, in the last year of compulsory education returned questionnaires. Official statistics, the development of educational system, and the occupational structure were analyzed. Various studies on education and the labour market and women's status were examined.

The part of the labour market traditionally sought by women is limited. Traditional female vocational education in

25200 POPULATION. RURAL. URBAN – POPULATION. RURAL. URBAIN – BEVOELKERUNG. LAENDLICH. STAEDTISCH

126 Suldalsprosjektet – Aksjonsforskning om samordna opplegg for videregående opplæring, yrkesutdaning, arbeidsliv og fritids/kulturaktiviteter i bygdesamfunn i sterk vekst. ("The Suldal Project" – Research about a coordinated plan for further education, vocational training, economic life and leisure and cultural activities in a small community in rapid growth.)
NO O 1976-1978
Fossåskaret, Erik.
Sup: Solli, Arnfinn.
Inst: Rogaland distriktshøgskole (Rogaland regional college), Ullandhaug, N-4000 Stavanger, Norway.
Fin: Ministry of Church and Education.
rural area; rural development; developing area; secondary education; vocational education; labour; community development; leisure; extra-curricular activities; socio-cultural activities; action research
Zone rurale; développement rurale; zone en développement; enseignement secondaire; enseignement professionnel; travail; développement des collectivités; loisir; activités hors programme; activités socio-culturelles; recherche action

Background and aims:

Suldal kommune (a rural district with 4000 inhabitants) is on the verge of a period with a very rapid growth, and important changes in the small communities in connection with the building of a power plant called Ulla-Førre (investment: 3.6 milliard NKr).

During "The Suldal Project" one aims at forming ventures with basis in the schools. We want to see them as centres for a cooperation among the educational institution, leisure and cultural activities, and the economic life.

The project is an action research programme over 3 years.

'Prosjekt ambulerende barnehagevirksomhet'. (Project: "Mobile pre-school".) .... see no. 6

Barnehag i grisgrendte strøk. (Nursery school in sparsely populated areas.) .... see no. 7

Fysisk aggresjon hos skoleelever. En studie av aktiviteten i seks ulike skolegårder. (Physical aggression of pupils. A study of the activity in six different schoolyards.) .... see no. 97

Ung i Ørskog. (Young in Ørskog.) .... see no. 131

Ung på Hamar. (Young in Hamar.) .... see no. 132

25400 STUDENT LIFE – VIE ETUDIANTE – STUDENTENLEBEN

127 Demokrati og samarbeid i den videregående skole. (Democracy and cooperation in upper secondary schools.)
NO C 1974-1976
Maast, Anne-Mari.
Inst: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Erich Mogensøns vei 38, Boks 38, Linderud, N-Oslo 5, Norway.
Fin: The National Council for Innovation in Education.
upper secondary; reform of education; self-management; student participation; influence; democratization; decision making; qualitative analysis; interview
secondaire deuxieme cycle; réforme de l'enseignement; autogestion; participation de l'étudiant; influence; démocratisation; prise de décision; analyse qualitative; entretien

Background and aims:

To describe and analyze student participation and influence in the internal decision-process in four upper secondary schools where democratization and cooperation is an expressed aim.

Sample, methods:

The study is explorative. The four schools represent different features of the schoolsystem (age, size, curriculum, traditions etc.) Data are qualitative, based on interviews with students, teachers and headmasters.

Results:

Democratization of the school-society is not an important aim in the daily activities in the described schools. The decision-making bodies (where students have influence) have restricted competence and authority. The student-influence is more formal than real.

Publ: *Demokrati og samarbeid i den videregående skole.* Informasjon on forsøksarbeid nr. 61. Forsøksrådet for skoleverket, Oslo 1976 55p + app.

Forsøkskoordinert ungdomsskole. (Innovation in two lower secondary schools in Oslo.) .... see no. 107

Skoledemokratiprosjektet. (The school democracy project.) .... see no. 134

25500 LABOUR MARKET. EMPLOYMENT – MARCHE DU TRAVAIL. EMPLOI – ARBEITSMARKT. BESCHAEFTIGUNG

Arbeidskontorenes kontakt og erfaring med evnesvak ungdom. (Experiences of the vocational guidance and rehabilitation agencies in their work with mentally retarded young people.) .... see no. 91

Modell for det norske utdanningssystem. (Model for the Norwegian educational system.) .... see no. 119

25600 DELINQUENCY – DELINQUANCE – KRIMINALITAET

Undervisning i fengsel. (Education in prison.) .... see no. 26

25700 SOCIAL SERVICE. YOUTH WELFARE – SERVICE SOCIAL. AIDE A LA JEUNESSE – SOZIALDIENST. JUGENDHILFE

128 Fyllingsdalsprosjektet. Ungdommens situasjon i et bomiljø i Bergen. (The project in Fyllingsdalen. The situation of youth in a living suburban area in Bergen.)
NO C 1974-1976
Hasselgård, Bjørn; Kvalbein, Inger Anne.
Inst: Bergen lærerskole (Bergen teachers college), N-5030 LANDÅS, Norway.
Fin: The governmental youth committee.
youth policy; youth group; youth attitude; urban youth; interview; questionnaire; survey
politique de la jeunesse; group de jeunes; attitude de la jeunesse; jeunesse urbaine; entretien; questionnaire; enquête

The project is a minor one in a larger context of projects aimed at registering the situation of youth in widely different living areas in Norway. The study is concentrating on a suburban area in Bergen and the results will supply the Youth committee of the Norwegian government with information to be used as bases for a general youth policy. The project has also been used as a teaching unit at Bergen teachers college.

The methods used were structured interviews and questionnaires on a sample of 290 persons aged twelve to eighteen.

The main variables/factors affecting youth behaviour seem to be their feeling of well-being, attitude to school and degree of responsibility. Some of the underlying variables creating the main factors were living conditions, contact with adults, school experiences, leisure-time activities, mass media, criminality and sexual education and experience.

Publ: *Ungdom i en drabantby.* Bergen lærerskole, Bergen 1976, 227p.

129 Sosio- og mentalhygieniske problem hjå unge i Vest-Norge, Vest-Danmark og Island. (Social behaviour and problems of youth in Norway, Denmark and Iceland. A comparative study.)
NO O 1974-1978
Befring, Edvard; Damsgaard, Bjørn; Sørensen, Peer Møller.
Inst: Statens spesiallærerskole (The Norwegian Postgraduate Teacher Training Center of Special Education), Granåsen 4, N-1347 Hosle, Norway; Psykologisk Institutt (Institute of Psychology), Aarhus University, Asylvej 4, DK-8240 AARHUS, Denmark.
Fin: Ministry of Church and Education.
youth; youth attitude; teacher-pupil relation; leisure; social adjustment; emotional adjustment; sex; sexual ethics; narcotic; religion; Denmark; Iceland; Norway; comparative analysis; survey; questionnaire
jeunesse; attitude de la jeunesse; relation maître-élève; loisir; adaptation sociale; adaptation affective; sexe; ethique sexuelle; stupefiant; religion; Danemark; Islande; Norvège; analyse comparative; enquête; questionnaire

Background and aims:

a) To analyse main characteristics of behaviour, opinions and attitudes of youth in relation to family-life, school, leisure-time activities, church, sex, different drugs etc.

b) To study relations between empirical indicators of social and emotional problems, and a lot of educational and sociological variables.

c) To perform comparative analyses between "youth-characteristics" in the three countries.

Design:

This is a descriptive analytical study that in first place has its theoretical background in: Befring, E.: Youth in an urban society. A Social educational study of youth in Oslo (Oslo 1972 and 1975).

Sample, methods: Questionnaire-study of youth in secondary schools (13-15 years of age), and teacher ratings of the same pupils. Number of respondents: Norway – 910, Denmark – 650, Iceland – 1450.

130 Ung i Kautokeino. (Young people in Kautokeino.)
NO O 1973-1976
Hansen, Jostein.
Inst: Laererutdanninga i Alta (Alta Teachers College) N-9510 Elvebakken.
Fin: The Norwegian Research Council for Science and the Humanities, Governmental Committee for Youth.
youth policy; youth welfare; rural youth; youth attitude; rural environment; local community; bilingualism; ethnic group; ethnic minority; survey
politique de la jeunesse; aide à la jeunesse; jeunesse rurale; attitude de la jeunesse; milieu rural; collectivité locale; bilinguisme; groupe ethnique; minorité ethnique; enquête

The aims of the project are to analyse the social situation of young people in a bilingual district with different ethnic groups and to propose activities in the local community to improve the situation.

Sample: A sample of 220, aged 15-25.

Methods: Personal interview and participatory observation, along with statistical data from the local community and the Central Bureau of Statistics. Mailed questionnaires to key persons in the community.

131 Ung i Ørskog. (Young in Ørskog.)
NO C 1973-1975
Heggen, Kåre.
Inst: Møre og Romsdal Distriktshøgskole (Møre and Romsdal Regional College), Post Box 188, N-6101 Volda.
Fin: The Norwegian Research Council for Science and the Humanities; Ministry of Church and Education; Møre and Romsdal Regional College.
youth policy; rural youth; local community; youth attitude; rural environment
politique de la jeunesse; jeunesse rurale; collectivité locale; attitude de la jeunesse; milieu rural

The aim of the project, which was connected with the work done by the governmental youth committee, was to analyse and to help in solving problems which young people in Ørskog face. The project also had an educational aim as it formed an important part of the study of sociology and education at the regional college.

369 young people in the 15-19 age-group were interviewed. The sample also included 40 randomly selected adults in the 30-60 age-group. Two students spent three months as participant observers among the young people of Ørskog.

For the results see publications.

Publ: Heggen, Kåre. *Skule- og lokalsamfunnsutvikling.* Skrift nr. 2, 1974 Møre og Romsdal Distriktshøgskole, Volda 1974. 142p.

Heggen, Kåre. *Ørskogungdom. Ei intervjuundersøking av ungdom sitt forhold til m.a. utdanning, arbeidsliv, fritid, massemedia og rusgifter.* Møre og Romsdal Distriktshøgskole, Volda 1974. 137p.

Ruud, Torbjørn. *Ungdom og fritid i en forstadskommune.* Møre og Romsdal Distriktshøgskole, Volda 1975, 27p.

Dahl, Kjell Morten. *Ung i utkant – Rapport fra Ørskog.* Møre og Romsdal Distriktshøgskole, Volda 1975, 32p.

132 Ung på Hamar. (Young in Hamar.)
NO C 1972-1976
Tveit, Bjarne Torkjel; Halhjem, Odd-Arild; Østerud, Per; Jensen, Elling; Hollekim, Inge; Engen, Thor Ola.
Inst: Hamar Pedagogiske Høgskole (Hammar Teachers' College), N-2300 HAMAR, Norway.
Fin: Ministry of Church and Education, Governmental Committee for Youth.
Youth; urban youth; youth policy; youth welfare; youth club; local community; leisure; youth employment; parent-child relation; occupational choice; interview
Jeunesse; jeunesse urbaine; politique de la jeunesse; aide a la jeunesse; club de jeunes; collectivité locale; loisir; emploi des jeunes; relation parents-enfant; choix d'une profession; entretien

The main purpose was to study the life situation of youth in the city of Hamar. More precisely these aspects were stressed:

1. The situation at school or at work, together with plans for the future regarding educational and occupational choice.
2. Living conditions and family situation.
3. Leisure time and preferenced activities.
4. Contact with parents and choice of other adult contacts, peers and reference groups and -persons.
5. Membership in associations and clubs.

The sample, 226 persons from 14 to 18 years, were interviewed.

Youth in Hamar seems generally to enjoy school and/or work. They felt they had good contact with their parents, though their leisure time was dominated by peers. The living conditions were satisfactorily. Most of the youth were members of associations/clubs – near half of them in sports clubs. A "place to be" – a permanent youth club was desired. Girls and the youngest were the most parent-dominated.

Publ: Tveit, Bjarne Torkjel, (1976): *UNG PÅ HAMAR, Et studium av ungdommens forhold til skole, arbeid, familie og fritid.* Pedagogisk forskningsinstitutt, Universitetet i Oslo, 150 p., minegraph.

26000 PHILOSOPHY OF EDUCATION – PHILOSOPHIE DE L'EDUCATION – ERZIEHUNGSPHILOSOPHIE

26100 THEORY OF EDUCATION – THEORIE DE L'EDUCATION – BILDUNGSTHEORIE

133 Tradisjon-kritikk-syntese En analyse av hovedtrekk ved samtidig tysk didaktikk, med en relatering til aktuelle spørsmål i nordisk sammenheng. (Tradition-Criticism-Synthesis. An analysis of main trends in contemporary German "didactics", with reference to problems of current interest in a Nordic educational context.)
NO C 1973-1975
Gundem, BjØrg Brandtzaeg.
Sup: Lieberg, Sigmund.
Inst: Pedagogisk forskningsinstitutt, Institute of Educational Research, Box 1092, Blindern, N-OSLO 3, Norway.
University of Oslo, Blindern, N-OSLO 3, Norway.
theory of education; didactics; comparative education; Germany FR; Scandinavia
théorie de l'éducation; didactique; éducation comparée; Allemagne FR; Scandinavie

The aims were to describe, analyse and compare different contemporary German didactic-theories and models and to relate certain aspects of current educational reforms in the Nordic countries to this theoretical framework.

Contemporary German didactic-theory is classified in relation to three main categories: tradition, criticism and synthesis and in accordance with their affiliation to scientific and philosophic theory, and to curricular theory and practice. A main issue is to explore in what respect and to which extent the differences between the various theories and models may be looked upon as complimentary rather than contradictory.

In order to analyse and suggest solutions relevant to the complex and multivarious nature of current educational problems, a synthesis of aspects from different didactic theories serves a possible alternative to any single theory or model.

Publ: Gundem, Bjørg Brandtzaeg: *Tradisjon-Kritikk-Syntese Pedagogisk forskningsinstitutt, Oslo, 1975. 222 p. ISBN 82-569-4163-4.*

Analyse av laerebøker i samfunnsfagene historie, samfunnskunnskap og geografi i grunnskolen sett i lys av målsettingens påbud om oppdragelse til bestemte politisk viktige holdninger. (An analysis of textbooks in the social sciences (history, geography and civics) in primary school, according to the objectives of political education and attitudes.) .... **see no. 57**

Et konkret undervisningsopplegg i faget pedagogisk teori og praksis Gjennomføring av dette ved Elk laererskole. (A specific teaching project in educational theory and practice.)
.... **see no. 76**

26300 DEMOCRATIZATION. MONOPOLY OF EDUCATION – DEMOCRATISATION. MONOPOLE D'EDUCATION – DEMOKRATISIERUNG. BILDUNGSMONOPOL

134 Skoledemokratiprosjektet. (The school democracy project.)
NO C 1975-1976
Raaen, Finn Daniel; Bøe, Svein; Husom, Nina.
Sup: Skinningsrud, Tone.
Inst: Pedagogisk forskningsinstitutt (Institut of Educational Research), P.B. 1092 Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: Ministry of church and education.
management; reform of education; student participation; teacher-pupil relation; democratization; decision making; socio-economic status; social class; working class; middle class; case study
gestion; réforme de l'enseignement; participation de l'étudiant; relation maître-élève; démocratisation; prise de décision; status socio-économique; classe sociale; classe ouvrière; classe moyenne; étude de cas

Background and aims were to study the functioning of the newly introduced rules for pupil participation in the management of Norwegian schools.

Sample, methods: A case study of two lower secondary schools in Oslo, one in a middle class, one in a working class area.

Results: The new rules for pupil participation in the management of the schools seemed to function well in the middle class school, but not so well in the working class school. The working class pupils seemed less interested and motivated for serious participation in the democratic bodies. This may be due to their class culture (mode of communication) and to the pupil collectivity which turned against the teachers in the working class school.

Publ: Bøe, Svein: *Ulike aspekter ved samarbeidet i grunnskolen. En undersøkelse av samarbeidsorganene på en østkant- og en vestkantskole.* Pedagogisk forskningsinstitutt, Universitetet i Oslo 1976, 389 p. ISBN 82-569-4215-0
Raaen, Dinn Daniel: *Elevdisiplin og skoledemokrati. En analyse av elevdeltakelsen i samarbeidsorgangene på ungdomstrinnet med utgangspunkt i en empirisk undersøkelse ved to skoler.* Pedagogisk forskningsinstitutt, Universitetet i Oslo 1976, ISBN 82 - 569 - 4206 - 1.

Demokrati og samarbeid i den videregående skole. (Democracy and cooperation in upper secondary schools.) .... see no. 127

27000 EDUCATIONAL RESEARCH – RECHERCHE EDUCATIONELLE – BILDUNGSFORSCHUNG

27100 RESEARCH POLICY. MEETING – POLITIQUE DE RECHERCHE. REUNION – FORSCHUNGSPOLITIK. TAGUNG

Kartlegging av forskningsbehov i grunnskolen i Hedmark. (Survey of research needs in the primary schools in the county of Hedmark.) .... see no. 22

Rødøyprosjektet. (The Rødøy Project.) .... see no. 44

27300 METHODOLOGY – METHODOLOGIE – METHODOLOGIE

135 Allmugeskolens utvikling i Noreg 1739 - 1828 Akershus stift. (The development of the elementary school in Akershus, Norway, 1739 - 1828.)
NO O 1970-
Tveit, Knut.
Inst: Pedagogisk forskningsinstitutt (The institute of educational research), Box 1092, Blindern, N-Oslo 3, Norway.
University of Oslo, Blindern, N-Oslo 3, Norway.
Fin: The Norwegian Research Council for Science and the Humanities. The institute of educational research.
history of education; local studies; statistical data; Norway; historical method
histoire de l'éducation; études locale; données statistiques; Norvège; methode historique

Our aim is to trace the development of the elementary school in Norway in the city and the countryside in the period 1739 to 1828.

We will be using school statistics and historical sources.

Our aim is to find out when the school was introduced in various municipalities. How many children were there in school, what subjects were taught, were the schools kept in one locality or did they move from place to place? We also want to look at the age of the teachers, their education and their teaching salary. Did they have other jobs besides their teaching job?

The sample we are surveying consists of about 50% of the inhabitants in Norway at the time being.

It consists of 111 municipalities located in the countryside and 23 towns.

Publ: Tveit, Knut: *Biskop F.J. Bech og arbeidet hans for allmugeskolen og lærerutdanninga.* Universitetsforlaget, Oslo 1970, 194p.

Tradisjon-kritikk-syntese. En analyse av hovedtrekk ved samtidig tysk didaktikk, med en relatering til aktuelle spørsmål i nordisk sammenheng. (Tradition-Criticism-Synthesis. An analysis of main trends in contemporary German "didactics", with reference to problems of current interest in a Nordic educational context.) .... see no. 133

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